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LELAND·STANFORD·JVNIOR·VNIVERSITY

MINUTES

OF

THE COMMITTEE OF COUNCIL ON EDUCATION;

CORRESPONDENCE, FINANCIAL STATEMENTS, &c.

AND

REPORTS BY HER MAJESTY'S INSPECTORS OF SCHOOLS.

1854-5.

Presented to both Houses of Parliament by Command of Her Majesty.

WITH AN APPENDIX.

LONDON:

PRINTED BY GEORGE E. EYRE AND WILLIAM SPOTTISWOODE,

PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.

FOR HER MAJESTY'S STATIONERY OFFICE.

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MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION, FOR 1854-5;

WITH AN APPENDIX.

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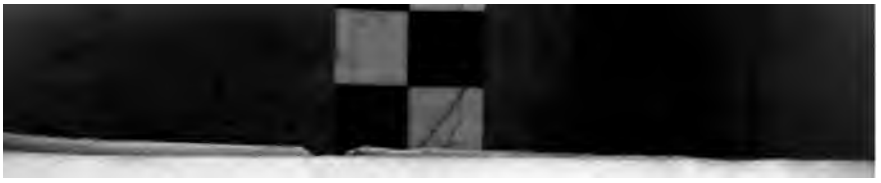

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MINUTES, &c.

(No. 1.)

At the Council Chamber, Whitehall, the 20th day of August 1853.

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

SUPPLEMENTARY MINUTE *relating to Queen's Scholars, Apprentices, and Certificated and Registered Teachers, and Lecturers in Training Schools.**

THEIR Lordships had under consideration so much of the Minute dated the 21st of December 1846 as relates to the support of Normal schools.

Their Lordships also considered the minutes and instructions in force for awarding Queen's scholarships, for issuing certificates of merit, and for augmenting the salaries of the students and other candidates so certificated when employed as teachers in schools under inspection.

Their Lordships, having these particulars before them, proceeded to consider certain complaints alleged against the present system, to the effect that,—

1. Certificates are granted without sufficient guarantees for practical ability in teaching, and such ability is not sufficiently rewarded or encouraged.
2. The training schools are maintained inadequately, and with difficulty; they are not fully occupied, nor are they occupied always with the class of students best adapted for training.
3. A large proportion of the pupil-teachers who have completed their term of service do not enter the training schools.
4. The standard of instruction in the training schools might be raised advantageously, with especial reference to the subjects of elementary instruction.

* This Minute, which was presented to Parliament in the "Minutes of 1853–4" (Vide vol. i., page 23), has been revised, as regards the 12th section, by a Minute dated 28 June 1854, presented in the same volume, page 35.

5. No adequate encouragement is offered to prolong the continuance of students under training beyond a single year.

Resolved,—1. To remove the limitation at present imposed on the admission of Queen's scholars.

2. To renew Queen's scholarships for a second year to all Queen's scholars of one year's standing who shall pass a satisfactory examination at the end of it.

3. To allow such a further number of Queen's scholarships to duly qualified candidates as, with the number reserved for the existing Queen's scholars, shall occupy the whole of the accommodation in each college under inspection reported by the principal to be unoccupied by other students after the following Christmas. Such a report would be called for about the beginning of November in each year.

Their Lordships will require to be satisfied with the provision made for lodging and training the entire number of students.

4. To promote in training schools the study of the subjects proper to elementary instruction, their Lordships will grant augmentations of salary of 100*l.* annually to such resident lecturers as shall receive, independently of those augmentations, salaries of not less than 150*l.* annually (this sum may include an allowence of 50*l.* for board and lodging), provided that each lecturer in respect to whom such an augmentation of salary is granted shall afford evidence satisfactory to their Lordships of his attainments in one, or at the most two, of the branches of knowledge enumerated below, and of skill in adapting them to the purposes of elementary instruction.

1. History.
2. English literature.
3. Geography.
4. Physical science.
5. Applied mathematics.

In judging of the claims of candidates for such augmentations, their Lordships will seek the advice of persons eminent for their attainments in these several branches of knowledge.

Their Lordships will not grant more than one such augmentation of salary in any training school, when the number of students in residence does not exceed thirty, nor more than two where the number does not exceed sixty, nor more than three such augmentations in any case.

5. An exercise in drawing will in future form part of each examination of the students. Their Lordships will seek the assistance of the Department of Science and Art in settling and testing this exercise. In determining certificates, considerable weight will be attached to proficiency in this art.

6. The indentures of all pupil-teachers apprenticed after the 1st of January 1854 will be made to end at Christmas. If the examinations fall in the first half of the year, then at the fifth Christmas thence ensuing; but, if the examinations fall in the second half of the year, then at the sixth Christmas thence ensuing. Thus the indentures of all pupil-teachers admitted in January—June 1854 will expire at Christmas 1858; and of all pupil-teachers admitted in July—December 1854, at Christmas 1859.

The annual payments will by this arrangement be continued up to the date fixed for the end of the apprenticeship, so as in all cases to comprehend the time of examination for Queen's scholarships.

As a provisional measure, to meet the case of apprentices admitted before the 1st of January 1854, their Lordships will consider recommendations by Her Majesty's Inspectors to continue the rate of payment for the fifth year during the period to elapse between the end of that year and the 31st of the following December; such payments to be made as soon as the apprentice shall have presented himself as a candidate for a Queen's scholarship.

In consideration of this provision, their Lordships will, after the 1st of January 1854, cancel so much of the Minute dated 25 July 1850 as allows apprentices to compete for Queen's scholarships in the course of the fifth year's service.

In schools where the examination falls in the first half of the year, the office of pupil-teacher will be vacant during the period between Christmas and the date fixed for the examination. In such cases the duties may be discharged by the candidate or candidates for the vacancy; and my Lords will allow a sum proportionate to the time and to the number of vacancies for remunerating the services rendered,—such sum to be distributed at the discretion of the managers.

In schools where the examination falls in the second half of the year, new pupil-teachers may be appointed, on the reports of Her Majesty's Inspectors, prospectively, to replace those whose apprenticeship will expire at the following Christmas.

7. Their Lordships will allow, without further examination, a Queen's scholarship of 25*l.* to all assistants who shall have acquitted themselves satisfactorily during three years, pursuant to the Minute of 23 July 1852. Applications for such scholarships must be transmitted to their Lordships' secretary through the principal of some training school under inspection who is willing to receive the applicant, from the 1st of the following January, as one of the Queen's scholars then to be allowed.

8. In schools where the average attendance exceeds 100, their Lordships will apply the Minute of 23 July 1852, without requiring that an assistant shall be taken to be in lieu of two pupil-teachers. In such schools their Lordships will allow one assistant teacher, in addition to one pupil-teacher, for every 100 children.

9. In schools under certificated teachers, where apprentices have obtained Queen's scholarships, their Lordships will, on the recommendations of Her Majesty's Inspectors, consider the propriety of allowing a larger number of pupil-teachers than in other schools.

10. The examinations of the candidates for Queen's scholarships will be separated from that of the students, being held for three days in the week preceding that in which the students' examination is to begin. As many qualified students will be nominated (in the order of merit) as shall answer to the total number of vacancies in all the training schools. The whole number will be comprised in a single list, and each Queen's scholar so nominated will be at liberty to go to any of the training schools under inspection the authorities of which may consent to receive him. The principal of each training school will be called upon to make a return to their Lordships of the names of his Queen's scholars for the ensuing year, within twenty-one days after the date of publishing the list.

11. The students in residence will be classed, at the end of each year, according to the result of the examinations passed by them, but will not be certificated. No certificate of merit as a teacher will, after the examinations in December 1853, be granted to the student of a training school until he shall have been for two years in charge of the same elementary school, and shall have been twice reported on as the teacher of it by Her Majesty's Inspector. Whether he is to be entitled to a certificate or not, and of what class, is to be determined by the tenor of those reports, and by the result of his examination previous to quitting the training school. If the first report be favourable, he will be paid for the first year on the scale of the lowest class. If the second report be favourable, his augmentation and class of certificate will be fixed for the next five years. After which interval, and so on from time to time, the certificate and augmentation will be open to revision, according to the character of the intermediate reports. The value of the certificate will not be fixed in the first instance higher than the first division of the third class for any student who shall have resided less than two years at a training school under inspection.

12. The grants to each training school, according to the

class obtained by the students in the examination, will be made upon the following scale:—*

At the end of year's residence.	For student in each class of merit.	To be granted to treasurer of college.† £	s.	d.
First	1	20	0	0
	2	16	0	0
	3	13	0	0
Second	1	24	0	0
	2	20	0	0
	3	16	0	0
Third	1	24	0	0
	2	20	0	0
	3	16	0	0

13. Their Lordships rely upon the foregoing provisions, in extension of their Minutes of 1846, to fill a constantly increasing number of elementary schools with certificated teachers. There must, however, for a considerable period, remain a number of teachers disqualified by age for passing the examination for certificates, as well as a number of schools not in a position to obtain certificated teachers, in those parts of the country more particularly which it is the object of the Minute of 2 April 1853 to reach. Their Lordships will institute, therefore, a class of registered, as distinguished from certificated, teachers. An examination will be held (on the same plan as the late Easter examinations for certificates of merit) by Her Majesty's Inspectors, at convenient places throughout the country, at some time to be fixed, in 1854 and in each following year. The examination will last only three days. The candidates will not be classed, but only passed or rejected. The examination will be confined to simple questions in the following subjects:—

1. The Holy Scriptures, and the Catechism and Liturgy of the Church of England (in schools connected with the Church of England).
2. English history.
3. Geography.
4. Arithmetic (including vulgar and decimal fractions).
5. English grammar and composition.
6. The theory and practice of teaching.

The object of the examination will be to ascertain sound, if humble, attainment.

* Vide Minute of 28 June 1854, in Minutes of 1853–4, vol. i., page 35.
† In the case of female students, two-thirds of each sum here stated.

No teacher will be admitted to this examination who has not completed his or her 35th year.

Their Lordships will require all uncertificated teachers in schools taking advantage of the Minute of 2 April 1853, or having pupil-teachers apprenticed to them, to attend these examinations.

(No. 2.)

MALE TRAINING SCHOOLS.

SYLLABUS OF EXAMINATION.

Annual Examination of Students in Training Schools.

Letter from Her Majesty's Inspector of Schools the Rev. Henry Moseley, M.A., F.R.S., &c., to the Lord President of the Council, transmitting a Scheme of Examination for Students in Training Colleges.

MY LORD, Wandsworth, 2 May 1854.

IN compliance with your Lordship's instructions, I have drawn out a programme of subjects for the annual examination of students in training schools, of which I enclose a copy.

In this programme no addition is proposed to be made to the subjects in which the students of those institutions have been accustomed to be examined. The only alteration lies in this, that, whereas every student has been heretofore examined without distinction of standing, it is proposed for the future to graduate the examinations according to the years of residence.

This task having been undertaken in accordance with the wishes of the authorities of some of the largest training schools, and the question being one in which, from the influence which the examinations held by Her Majesty's Inspectors cannot but have on the course of instruction pursued in each college, the interests of all were involved, your Lordship deemed it expedient that all should be consulted thereon, and you therefore directed that the programme should be printed, and that a copy of it should be addressed confidentially to the principal of each training school, and to every member of its committee, with the request that such notes and observations as they thought fit to make thereon should be inserted in the margin.

These notes and observations have been placed in my hands, and I have carefully read them.

I have considerably modified the first draft of my programme, in pursuance of suggestions made in these papers.

There is no difference of opinion as to the expediency, in a general sense, of such a plan as has been proposed; nor is there, I trust, any question as to its details, which will interfere with that general concurrence and support which all the training schools are desirous to give. Generally, it may be stated that the objections lie to the prescription, not of too much, but, of too little.

The colleges object generally to the distribution of the subjects of examination over so long a period as three years. Their students now remain, in the majority of cases, but one year; they are of an opinion that to insist on their remaining three years will be to deter a large proportion of the pupil-teachers from seeking the training schools at all, and to drive them into employment if not more highly paid, at least more immediately remunerative.

A residence of two years supposes a wider course of instruction, and therefore of examination, during those years, than a residence of three years does; and it is this which appears to have been chiefly had in view in the alterations suggested in the papers now before me.

I have had the less hesitation in recommending, in several instances, the adoption of these alterations, as I myself am of opinion that two years has

been shown by experience to be sufficient for the instruction (in whatever belongs to their office) of men who have generally had the advantage of five years' apprenticeship.

There are always, however, men in training schools in advance of the rest in enterprise of character, in abilities, and in attainments—men adapted to be trained for some special and more important work of the teacher. Openings constantly present themselves for such men; and experience has shown how great are the services they may render to the cause of education.

These are the men most likely to wish to remain until the third year, and an optional third year's examination, limited to a few subjects having special reference to the work to which they propose to devote themselves, seems to offer to these students all the facilities that they can require, whilst it meets the case of the colleges whose course extends to three years.

In drawing out the programme I have been governed by the following considerations, in which I am confident of the concurrence of the authorities of the training schools which it is my duty to inspect, and in giving effect to which I hope for your Lordship's sanction and approbation:—

1. Not to add to or take from the existing subjects of examination;
2. To give the greatest weight to those subjects which are subjects of elementary instruction;
3. To inculcate the principle of "not attempting more than can be done well," which lies at the root of all truthfulness and reality in the teacher.

The first is founded on that principle, on which the examinations of the Committee of Council have always been conducted, of not interfering with the course of instruction in training schools, except in so far as is required for the appropriation of the public grants at their Lordships' disposal exclusively to the advancement of elementary education. It is this limitation on which the second consideration is based.

The examinations determine the apportionment, to the several training schools, of Parliamentary grants voted expressly for the promotion of *elementary* education. If, therefore, the course of study pursued in any training school be not confined to the subjects of *elementary* instruction, or to subjects ancillary to the same end, the grants made to that school involve a *misappropriation* of the public money.

To the third principle, namely, that of "attempting a little and doing it well," as opposed to the practice of attempting a great deal and doing it ill, I attach a special importance in the education of the schoolmaster; because he will infallibly reproduce, in his own school, that one of those two principles on which his own education in the training school has been based; and because important interests to himself and his class appear to me to depend on the alternative whether his own character be formed according to the one type or the other.

Efforts constantly repeated for the attainment of many things, of which none is ever attained, cannot but tend to dissipate and emasculate the mind.

The sense of a perpetual failure, of an inferiority spread over a large surface —of much attempted, but nothing ever fully accomplished—of great labour in many things, and but little success in any—is an ill preparation for the struggle of life in any condition of it.

It is the more difficult to carry out the principle of attempting no more than can be done well in the training of the elementary teacher, because many different subjects present themselves to different minds as adapted to the instruction of the poor.

Another difficulty lies in the fact that it is much easier to attain to a smattering of knowledge in many subjects—to gather up many fragments of knowledge over a large surface—than to attain any depth of knowledge in a few.

Our examinations have specially to contend with the operation of these two principles.

The subjects of elementary education as it at present exists, and in which depth and soundness of knowledge is to be sought, are,

Religious knowledge.
Reading.
Penmanship.
*Arithmetic.
English grammar.
Geography.
English history.
†Physical science.
Vocal music.

These may be considered, I think, to be now taught nearly in every school where there is a master. To these must be added—as already taught in many elementary schools—the first steps in geometry and algebra. Besides these subjects, the higher mathematics and classics are taught—one or both of them—in all the training schools. The principle on which the examinations of the Committee of Council are conducted forbids it, I apprehend, to ignore these subjects—were it even desirable to do so—but it subordinates them to the others.

As the best practical expedient under these circumstances, and to counteract, as far as may be possible, that tendency to diffusion which there is so much cause to regret, I have provided, in the programme which I now submit to your Lordship, that the students of training schools shall be examined *either* in higher mathematics *or* in classics, at their option; but that no student shall in the same year be examined in both subjects. Viewed with reference to elementary education, the study of Latin is a development of the master's power to instruct his pupils in the use of language; and the study of higher mathematics is a similar development on the side of arithmetic. But in neither case is such a study *sine qua non*. The denial of an examination in the same year in both of these subjects to any student is necessary, because practically, whatever subjects may be included in their Lordships' examinations, to which weight and importance is supposed to be attached in conferring certificates, and in awarding grants, these subjects will always be found, I apprehend, to have been more or less studied.

The examination in English history, for the second year, includes some elements of the history of the constitution and laws of England, and of the manners and customs of the people.

As a suitable work for the study of the former, I may perhaps venture to suggest two little volumes entitled respectively "Select Extracts from Blackstone's Commentaries,"‡ compiled by Samuel Warren, Esq., Q.C., and "An Abridgment of Blackstone's Commentaries," by the late Sir John Eardley Wilmot, Bart. (re-edited by his son).§ The student, besides studying the progress of the laws and constitution of England, may gather from these books so much information, at least, as to what the laws and the constitution are, as is perhaps necessary to his rightly understanding how they have become what they are.‖

* To arithmetic is to be added, in many schools, mensuration and book-keeping.

† Physical science is not usually considered a branch of elementary instruction, but that it is so practically will be sufficiently evident to anybody who will take the trouble to look into the reading lesson-books most commonly used in schools. A large proportion of the lessons in those books are on questions of physical science; the teaching of which can have *no reality*, and will indeed lead (as is constantly the case) to grave misapprehensions and blunders, unless the mind of the master be prepared for the explanation of them to the children by a systematic course of instruction in such subjects.

‡ Maxwell, London, 1837.

§ Longman, London, 1853.

‖ Serjeant Stephen's "Commentaries on Blackstone," Mr. Bowyer's "Treatise on Constitutional Law," or Professor Creasy's "History of the Constitution," may also be mentioned.

The style of Blackstone is so remarkable for purity, for simplicity, and for strength, that no better book could probably be selected as a prose reading lesson-book in the first year's course, and as marking the style which the students might be encouraged to study in their exercises on language, with a view to the formation of their own.*

The works to succeed this in the third year are obviously those of Mr. Hallam. The history of social progress, manners, and customs may be studied with advantage in the second year from the articles devoted to those subjects in the "Pictorial History of England."

I have the honor to be, &c.

The Lord President, &c. (Signed) HENRY MOSELEY.

Enclosure referred to in foregoing letter.

SUBJECTS PROPOSED FOR ANNUAL EXAMINATIONS OF STUDENTS IN TRAINING SCHOOLS UNDER INSPECTION.

Syllabus of Examination for Students in Training Schools.

Note.—In this programme no addition is made to the subjects in which the students of training schools have been accustomed to be examined. The only alteration lies in this,—that, whereas heretofore every student has been examined without distinction of standing, it is proposed for the future to graduate the examinations according to the different years of residence. It will be seen that this arrangement, whilst it prescribes no new subject, does not limit the subjects of *instruction* in any year to those in which the student is to be *examined* at the end of the year.

It may often be judged expedient by the authorities of training schools to teach to the students in the first year subjects not prescribed for examination by Her Majesty's Inspectors until the end of the second year; and so of the second and third years.

The examination at the end of the first year offers a parallel to the first examination of under-graduates in the Universities.

Every student will be required to have passed the examination of the first year before he is admitted to that of the second; and so of the second and third years.

FIRST YEAR.

Holy Scriptures.

1. The history, chronology, and geography of the Bible.
2. More particularly (*December* 1855) the text of *St. John's* Gospel.

*The Catechism and Liturgy.**

1. The text. 2. The Scriptural authorities.

Church History.

The outlines of Church history, to the Council of Chalcedon.

Reading.

To read (*December* 1855) with a distinct utterance, with due attention to the punctuation, and with a just expression, a passage from *Mr. Warren's "Select Extracts from Blackstone's Commentaries."*

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* Blackstone was thus spoken of by the Right Hon. C. J. Fox:—"You of course read Blackstone over and over again; and, if so, pray tell me whether you agree with me in thinking his style of English the very best of our modern writers; always easy and intelligible—far more correct than Hume, less studied and made up than Robertson. His purity of style I particularly admire. He was distinguished as much for simplicity and strength as any writer in the English language." (Trotter's "Memoirs of Fox," p. 512.) Various other similar testimonials have been collected by Mr. Warren.

† The examination in the Liturgy is to be limited to the Morning and Evening Services and the Litany.

*Penmanship.**

To write a specimen of the penmanship used in setting copies.
1. A line of large text hand. 2. A passage in small hand.

Arithmetic.

1. To prove the usual rules from first principles.
2. To compute with precision and accuracy.
3. To make (with a knowledge of the principles) simple calculations in mensuration.†

Mechanics.

1. To make (with a knowledge of the principles) simple calculations on the work of mechanical agents, and on the mechanical powers.
2. To know the structure and action of simple machines.‡

School Management.

1. To teach a class in the presence of the inspector.
2. To answer, in writing, questions on the expedients to be used for the purposes of instruction in reading, spelling, writing, and the first four rules of arithmetic.

English Grammar.§

1. Its principles.
2. To parse (*December* 1855) a passage from the *Chapter on "The Doctrine*

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* Sir, *Whitehall*, 24 *May* 1854.

I am directed by Viscount Palmerston to request that you will submit to the Committee of Council on Education, for their consideration, that one great fault in the system of instruction in the schools of the country lies in the want of proper teaching in the art of writing. The great bulk of the lower and middle orders write hands too small and indistinct, and do not form their letters, or they sometimes form them by alternate broad and fine strokes, which make the words difficult to read. The handwriting which was generally practised in the early part and middle of the last century was far better than that now in common use; and Lord Palmerston would suggest that it would be very desirable that the attention of schoolmasters should be directed to this subject, and that their pupils should be taught rather to imitate broad printing than fine copper-plate engraving.

I am, &c.

The Secretary of the Committee of Council on Education. (Signed) H. Waddington.

† The course proper for a National school is here meant, being that which can be intelligently taught to persons having a good knowledge of arithmetic. The examples should be taken from a Builder's Price Book.

‡ The following machines may be specified:—a pump, a door-lock, a house-clock, a gas-meter, a threshing-machine, a flour-mill, a steam-engine, and an organ. If large diagrams, showing the internal structure of each machine, and lettered to correspond with the paragraphs of a succinct explanation at the foot, were hung on the walls of rooms frequented by the students, such knowledge would be imperceptibly acquired and perfected. The diagrams might be produced, or multiplied, by the students themselves. Models cost more. Frequent dissection is apt to spoil them; and, without it, they are not more intelligible than the machines themselves.

§ All the answers made by the students on whatever subject (not confined to bare figures) should be examined as evidence, not only of their knowledge of the particular subject, but also, with a view to determining the marks to be allowed to them for grammar and composition. The power of writing plain and clear sentences, with correct syntax, orthography, and punctuation, is the immediate object of grammar.

The greater part of the questions proposed on grammar will be founded on words or sentences taken from the work specified. It should be carefully read through, therefore, in short portions, as so many *exercises in language, in illustration of the English grammar used in the college*, just as the Greek or Latin classics are read in public schools.

of the Hereditary Right to the British Throne," and *"The History of the Succession of the British Monarchs," in Warren's Extracts from Blackstone.*

3. To paraphrase the same passage.

Geography.

1. To be able to describe * the outline maps of the four quarters of the globe.
2. To be able to describe * the map of each country in Europe.
3. To be able to draw the outlines of the above maps from memory.

History.

The outlines of the History of England (to be known thoroughly).

Euclid.

The first four books.

Algebra.†

As far as quadratic equations (inclusive); with problems.

Drawing.

1. Drawing freehand from flat examples.
2. Linear geometry by aid of instruments.
3. Linear perspective of horizontal planes, and of rectangular solids having one side parallel with the picture plane.
4. Outline drawing from models.

Vocal Music.

SECOND YEAR.

The Holy Scriptures.

1. The Acts of the Apostles.
2. The Epistle (*December* 1855) *to the Romans.*

Church History.

The history of the Reformation in England, with the outlines of Church history in the fifteenth and the early part of the sixteenth centuries.

Reading.

To read with a distinct utterance, with due attention to punctuation, and with a just expression, a passage from Milton's "Paradise Lost," or from Shakspeare.

Penmanship.

(As in First Year.)

Arithmetic.

1. The use of logarithms. 2. Compound interest and annuities.

School Management.

1. To teach a class in the presence of the Inspector.
2. To answer questions in writing on the following subjects:

a. The expedients to be used in teaching the elements of geography and history, the higher rules of arithmetic and book-keeping.

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* The word "describe" is meant to be confined to *words* written, as distinguished from *drawing*, in paragraph 3.

† *Instead of* (but not in addition to) this subject, students may be examined in Latin as far as the end of page 84 of Yonge's "Eton Grammar" (E. P. Williams, Eton, 1851). This grammar is mentioned only for the sake of defining the extent of knowledge required, viz., accidence, concord, genders of nouns, perfect tenses, and supines of verbs. The paper will be confined to grammatical questions and to exercises within the limit prescribed.

b. The different methods of organizing an elementary school.
c. The form of, the mode of keeping, and of making returns from, school registers.
3. To answer questions on the subject-matter of the Reading Lesson-books used in schools.
4. To write a theme on some practical questions of education, founded on moral considerations.

English Grammar and Composition.

1. To paraphrase (*December* 1855) a passage from *Milton's "Paradise Lost" (Book III.), or from Shakspeare's "Henry V."**
2. To analyze the same passage (according to Mr. Morell's work).†
3. To answer questions on the style and subject-matter of the work, or part of work, named.

Geography.

1. Physical. 2. Political. 3. Commercial. 4. Popular astronomy.

History.

1. The Constitutional history of England.
2. The progress of the people, and of manners and customs in England.

Physical Science.

1. The instruments most commonly used in mechanics, hydrostatics, pneumatics, electricity, and optics.
2. The elements of inorganic chemistry.

Higher Mathematics.‡

1. The sixth book of Euclid, with problems in the first four books.
2. The subjects which follow quadratic equations in Lund's edition of Wood's Algebra.
3. Trigonometry.
4. Levelling, land-surveying, and the first steps in practical astronomy.

Drawing.

1. Advanced freehand drawing from flat examples.
2. Advanced linear geometry by aid of instruments.
3. Linear perspective:—1, of rectangular forms, none of whose sides are parallel with the picture plane; 2, of polygons, plane and solid; 3, of cylindrically spherical forms.
4. Shaded drawing from objects.
5. Drawing of objects from memory.

Vocal Music.

THIRD YEAR.

The Holy Scriptures.

1. The Bible generally. 2. The evidences of Christianity.

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* A passage from *each* author will be given; *either* (not both) may be taken by the candidate.

† "The Analysis of Sentences explained and simplified," Theobald, London, 1851.

‡ *Instead of* (but not in addition to) these subjects, students may be examined in Latin to the end of Yonge's Eton Grammar (*supra*). An easy passage of Latin prose, and another of Latin poetry, will be given for literal translation into English, and simple grammatical questions will be founded thereon.

School Management.

1. To teach a class in the presence of the Inspector.
2. To write an essay upon a thesis embracing the principles of education.

Vocal Music.

Drawing.

In addition to the above subjects, students of the third year will be examined in *one* of the following subjects, at their option. They will be required to specify the subject at the commencement of the third year.

1. Mental science as applied to education.
2. Experimental science (especially as applied to manufactures and agriculture.)
3. Higher mathematics.
4. Languages (ancient or modern), as a means of intellectual discipline.
5. History.

1. With regard to mental science as applied to education, it will have to be observed, in the first place, that an essay bearing upon this subject is required of all students at the end of the third year. The subject has to be regarded, therefore, not only from a general, but also, from a special point of view.

Any essay of the kind in question implies the power of giving an intelligent analysis of the human mind in its principal operations (moral and intellectual), and of accounting thereby for rules of practice in the actual business of education. The works of one or more standard authors should be carefully read, and the experimental verification of such reading should be sought in the model school of each training college.

If the same subject be further pursued as one of the specialities of the third year, their Lordships for the present will be prepared to consider such books as may be proposed to them in each training school, and they will endeavour to make such books the basis of a sufficient examination, embracing,—

1. Logic. 2. The mental faculties. 3. Moral systems.

The number and variety of the books proposed under this grouping will perhaps not be so great as to render an examination which embraces all impracticable.

ii. *Experimental Science (especially as applied to Manufacture and Agriculture).*

Mr. Moseley names the following works as indicative of the subjects to which the examination will be limited, but not as the only works in which the same subjects may be studied for the purpose, viz.,

Dr. Wilson's Treatise on Chemistry.

Professor Johnstone's "Elements of Agricultural Chemistry" and "Chemistry of Common Things."

The Elements of Natural Philosophy by Dr. Golding Bird, and C. Brooke. (Churchill, 1854.)

Higher Mathematics.

iii. Under this head Mr. Moseley proposes to include,

1. Spherical trigonometry.
2. Astronomy‡ and the fundamental propositions of navigation.*
3. Mechanics.† 4. Hydrostatics.‡ 5. Optics.‡
6. Differential and integral calculus.

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* See Inman's "Navigation" and Hymer's edition of Maddy's "Astronomy." The candidate should be able to compute with accuracy.

† In addition to the propositions proved in Mr. Goodwin's course, the theory of work, including the principles of virtual velocities and vis viva, and the theory of simple machines and elementary structures, taking into account friction.

‡ See the propositions given in the Rev. H. Goodwin's "Elementary Course of Mathematics."

iv. *Languages (Ancient or Modern), as a Means of Intellectual Discipline.*

Any one of the following subjects, *but not more than one*:—

1. *Latin.*—The Four Georgics,
Cicero's first book of the Offices,
to be translated and explained analogously to the works named under English grammar and composition for the second year.

To turn English into Latin prose. The English passage will be a translation from the specified work of Cicero.

2. *Greek.*—Similar exercises; the works to be,
Iphigenia in Tauris (Euripides).
First book of Anabasis (Xenophon).

3. *German.*—Similar exercises; the works to be,
Schiller's Thirty Years' War.
„ Wallenstein (Camp, Piccolomini, Death).

4. *French.*—Similar exercises; the works to be,
Thierry's Conquest of England by the Normans.
Racine's Andromaque, Athalie, Iphigénie.

v. *History.*

The main facts of English History, as laid down in the first and second years' course; adding,
Warren's Extracts from Blackstone's Commentaries.
Hallam's History of the Middle Ages.
Macaulay's Volumes of the History of England.
Lord Mahon's History in continuation of Macaulay.

(No. 3.)

Correspondence explanatory of foregoing Minutes, dated 20 August 1853 and 28 June 1854.

Circular Letter to Principals of Training Schools.

Committee of Council on Education, Council Office,
SIR, Downing Street, 7 July 1854.

Examination of students in Training Schools.

I AM directed by the Lord President to enclose copies of the Minute of 20 August 1853, and of the Circular dated 26 November in the same year (Minutes of 1853–4, p. 28).

I am also to enclose a copy of a Minute adopted by my Lords on the 28th ultimo. (Minutes of 1853–4, p. 35).

Adverting further to the Circular from this Office, dated 27 January 1854, wherein was transmitted the original draft of a scheme of annual examinations in Normal colleges by Mr. Moseley, I have now the honor to forward to you a revise of that scheme, and I am to state that the examinations in December next will be conducted in general accordance with it.

I have the honor to be, &c.
To ———— (Signed) R. R. W. LINGEN.
Principal of the ——— *Training School.*

Circular Letter to Principals of Training Schools.

Committee of Council on Education, Council Office,
SIR, Downing Street, 29 July 1854.

Examination of students and teachers, for Certificates of Merit.

ADVERTING to the Minute of 28 June 1854, I am directed to reply by a general circular to the following questions which have been asked, viz.:—

1. Can a first-class certificate be obtained at the end of the first year's residence?

2. How are teachers already in charge of schools to be examined?

1. The reply to the first question is contained in the 11th section of the Minute of 20 August 1853, whereby the examination of the student is distinguished from the certificate of the teacher.

It would probably tend to make the intention of the Committee of Council plainer if the word "certificate" and "certificated" were altogether banished from the college examinations.

The students of each year will form a separate class for examination, and each class will be grouped in three divisions of proficiency; according to which divisions, and to the year of the class, grants will be made to the colleges pursuant to the Minute of 28 June 1854. Thus, all the students who have resided one year will be examined and classed as one body; and, in like manner, those who have resided two years and three years, respectively in College.

Passing now from the college, and regarding the students as they enter upon the charge of schools, the lowest certificate will answer to a residence in college of one year, and the middle and upper certificates will answer to a residence of two or more years, supposing the proper examinations to have been passed at the end of each of those periods.

Before, however, any certificate whatever is issued, two probationary years must be passed in a school under inspection, and at the end of the second of those years the certificate corresponding to the duration of the candidate's Normal training, and to the division attained by him therein, will be issued; *e.g.*, the candidate who was classed as a student in the first division at the end of his first year's residence, and who then left the college, will, subject to the probation, be certificated for the next five years in the first division of the lower degree; and, similarly, the candidate who was classed as a student in the second division at the end of his second or third year's residence will be certificated in the second division either of the middle or upper degree, &c.

In deciding between the middle and upper degree of merit for a teacher's first certificate, my Lords will be guided by the results of the college examination, by the age of the teacher, and by the Inspector's two reports, conjointly. My Lords will require proof of extraordinary merit before they rate a teacher in the upper degree, on the occasion of issuing his first certificate. My Lords do not wish to preclude themselves from the power of making such an exception; but, as a rule, they intend henceforth to reserve the upper degree for those teachers who shall have given *sustained* proof of practical efficiency corresponding to high attainments.

It may be convenient at this point to answer two other inquiries which have been made; viz.—

(α) What will be the position of students who fail in the first year's examination? and,

(β) Will the college lose its grant for the second year on a student who is in the second or third division of that year, after having been in the first division of the preceding year?

In reply I am to state (α) that a student who fails at the end of the first year must go in for that same year's examination in the following December, and must pass it, before he can be allowed to pass for the second year's examination; from passing which, however, he will not be debarred by his previous failure.

The papers of the student who has failed to pass his examination at the end of the first year will not be looked over for the second year until those worked by him for the first year are found to be satisfactory.

(β) The second year being wholly distinguished from the first, the grants allowed for students passing in that year will depend for their amount upon the divisions in which the students may be placed for that year, irrespectively of the first year. In like manner, students who are in a lower division at the end of the second year than that which they attained at the end of the first will not thereby forfeit their claims (so far as they depend upon the examination) to the second degree of certificate. Students, however, who fail altogether* to pass at the end of the second year will (in pursuance of the

* *Infra*, p. 28.

established rule) forfeit any claim arising from the examination passed at the end of the first year. They must be examined again for the end of the second year on the next occasion.

2. Whilst the preceding regulations have reference to the examination of students preparing for the office of the teacher, the following are for the examination of teachers already in charge of schools. Such teachers may obtain, by application at the Council Office, a printed syllabus of the prescribed course of examination, and, at the beginning of each year, they will be able to ascertain how the variable subjects in it have been fixed.

Teachers who have completed their thirty-fifth year may choose whether they will attend the first or the second year's examination.

Teachers who have not completed their thirty-fifth year must pass for the first year, and will not be certificated thereupon higher than the third degree of merit. In order to exceed that rating, they must pass for the second year on a subsequent occasion.

I have the honor to be, &c.

To ——— ——— (Signed) R. R. W. LINGEN.

Principal of the ——— *Training School.*

Circular Letter to Principals of Training Schools.

Committee of Council on Education, Council Office,

SIR, Downing Street, 25 August 1854.

ination of Lec- s, for mentation grants.

I AM directed to request your attention to section 4 in the enclosed copy of the Minute dated 20 August 1853.

My Lords propose to give effect to that section by *examining* the candidates for such augmentation as it proposes.

Considering the position of the candidates who (as my Lords hope and believe) will be presented, their Lordships have determined to give an individual and private character to these examinations, so far as the due economy of public time and labour may be found to permit. The examinations will always be held in London; and the examiners in each case will be three, viz., one of Her Majesty's Inspectors, one of the senior officers of the Education Department, and a third person, unofficial; in selecting whom, from time to time, my Lords will be guided by his eminence in the particular study which is to be the subject of examination.

With a view further to meet the case of candidates who differ from mere students, my Lords will allow each candidate to submit (for approval) the books in which he proposes to be examined, and, if no exception is taken to the list, every candidate may assume that his examination will turn upon such knowledge as his own list of books is calculated to supply.

My Lords wish it to be distinctly understood that they decline to entertain any application whatever for dispensing with this examination, or to receive any diploma or degree whatever in lieu of it. The object of the examination is to verify officially the fact that each candidate has acquired such knowledge of a given subject *as will qualify him to employ it with effect in the instruction of elementary teachers.*

My Lords will not be able to receive the name of any principal. That officer is sufficiently occupied with his own peculiar duties.

The word "resident" is not understood to mean that the lecturer must sleep on the premises of the college, but that his whole time is to be devoted to it. He must be an officer of the college. Lecturers who attend at the college, only as part of other engagements, do not fall within the scope of this Minute, the object of which is not satisfied by special knowledge only, but requires also the special and exclusive application of such knowledge to Normal training. From this point of view it is easy to see the distinction between these lecturers and the other agents of Normal instruction who are mentioned in the Minutes of 1851–2, Vol. I., pp. 26–7. The new lecturers

represent the division of labour in instruction according to *kind*, and not only according to *quantity and degree*. A principal and a master of the practising school will always continue to be needed above and below any such lecturers, but, in the smaller institutions, they may, in time, come to be identified with one or more of the intermediate officers.

My Lords will receive no candidates except on presentation by the authorities of a training school under inspection. Their Lordships leave those authorities wholly responsible for the character of the persons presented. My Lords will confine themselves to verifying the candidate's attainments.

The modes of annually reporting and of annual payment, in the case of lecturers, will follow generally the process stated in the Minutes of 1851–2, Vol. I., p. 26.

* * * * * *

I have the honor to be, &c.

To ——— ——— (Signed) R. R. W. Lingen.

Principal of the ——— *Training School.*

(Annual Grants, Form 43).—*Reply to Teachers applying for Subjects of Examination.*

Committee of Council on Education, Council Office,
Downing Street, London, 1855.

Sir,

In reply to your application to be furnished with a syllabus of the examination which must be passed by teachers who desire to obtain certificates of merit in December next, I am directed to furnish you with the enclosed copy,* and with the following instructions.

Subject examin for teac

1. *Pupil-teachers* are not admissible to be examined for certificates of merit, or to receive the augmentation grants which depend upon such certificates, until they shall have resided one year in some training school under inspection, or shall have acted for three years as principal or assistant teachers in schools rendered liable to inspection. No candidate (*not having been a pupil-teacher, or a student in a training school under inspection*) will be admitted to be examined for a certificate until after he shall have completed his twenty-second year, and his school shall have been inspected and favourably reported upon by one of Her Majesty's Inspectors (Minute of 10 December 1851).

2. Teachers who are qualified and desirous to be examined for certificates of merit must attend at one of the training colleges under inspection (*see list subjoined*), which by the courtesy of the authorities are generally opened to such teachers, being properly introduced, although they may never have been students.

3. *Teachers who have completed their thirty-fifth year* may choose whether they will attend the first or second year's examination. *Teachers who have not completed their thirty-fifth year* must pass for the first year, and will not be certificated thereupon higher than the third degree of merit. In order to exceed that rating, they must pass for the second year on a subsequent occasion.

4. All further correspondence, whether with the Committee of Council, or with the authorities of a training college, should be conducted by the managers of your school.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

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* *Vide supra*, p. 17.

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ols.

List of Training Schools under Inspection.

Training Schools for Masters only.

Name of Training School.	*Name and Address of Correspondent.*
1. Battersea (National Society's)	Rev. S. Clark, Battersea.
2. Caermarthen (National Society's)	Rev. W. Reed, Caermarthen.
3. Caernarvon (Church of England)	H. P. Manley, Esq., Caernarvon.
4. Chelsea, St. Mark's (National Society's)	Rev. Derwent Coleridge, St. Mark's, Chelsea.
5. Chester (Diocesan)	Rev. Arthur Rigg, Chester.
6. Chichester (Diocesan)	Rev. M. Parrington, Chichester.
7. Culham (Oxford Diocesan)	Rev. A. R. Ashwell, Culham, Abingdon.
8. Durham (Diocesan)	Rev. J. G. Cromwell, Durham.
9. Exeter (Diocesan)	Rev. W. David, Training College, Exeter.
10. Hammersmith, St. Mary's (Roman Catholic).	Rev. J. M. Glenie, Brook Green House, Hammersmith.
11. Kneller Hall (for workhouse schools, and for schools connected with Government establishments).	Rev F. Temple, Kneller Hall, Isleworth, Middlesex.
12. Metropolitan (Church of England)	Rev. C. R. Alford, Highbury Park, London.
13. Saltley, near Birmingham (Worcester Diocesan).	Rev. W. Gover, Saltley, Birmingham.
14. Winchester (Diocesan)	Rev. P. Jacob, Winchester.

Training Schools for Mistresses only.

15. Bishop's Stortford (Rochester Dioc.)	Rev. J. Menet, Hockerill, Bishop's Stortford.
16. Brighton (Chichester Diocesan)	Rev. H. Foster, 76, West Street, Brighton.
17. Bristol, Gloucester, and Oxford (Diocesan.)	Rev. W. Smith, Fishponds, Bristol.
18. Derby (Lichfield Diocesan)	Rev. J. Latham, Little Eaton, Derby.
19. Gray's Inn Road (Home and Colonial Society's).	J. S Reynolds, Esq., Gray's Inn Road.
20. Norwich (Diocesan)	Rev. A. B. Power, Norwich.
21. Salisbury (Diocesan)	Rev. Precentor Heathcote, Salisbury.
22. Warrington (Chester Diocesan)	Rev. R. Greenall, Stretton, near Warrington.
23. Whitelands (National Society's)	Rev. Harry Baber, Whitelands House, Chelsea.

Training Schools for both Masters and Mistresses.

24. Borough Road (British and Foreign School Society's).	Henry Dunn, Esq., Borough Road, London.
25. Cheltenham (Church of England)	Rev. C. H. Bromby, Cheltenham.
26. Edinburgh, Castle-hill-terrace (Estab. Church.)	Rev. Dr. Cook, Edinburgh.
" Moray House (Free Church)	James Fulton, Esq., Moray House, Edinburgh.
27. Glasgow, Dundas Vale (Estab. Church)	J. Douglas, Esq., Dundas Vale, Glasgow.
" (Free Church)	David Stow, Esq., Normal School, Glasgow.
28. Westminster (Wesleyan)	Rev. J. Scott, Wesleyan Training School, Horseferry Road, Westminster.
29. York and Ripon (Diocesan) { Male	Rev. H. G. Robinson, York.
29. York and Ripon (Diocesan) { Female	Rev. E. J. Randolph, Dunnington, York.

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Letter from Vice-Principal of Wesleyan Training School in Westminster, relating to Examination of Certificated Teachers.

Sir, Westminster, 8 September 1854.

Referring to their Lordships' Minute of 28 June last, and your Circular of the 29th of July last, we beg leave to say that we do not clearly understand what will be the course of examination for those teachers who are already on the class list and seek higher certificates. Your explanation on this subject will greatly oblige many inquirers.

I have the honor to be, &c.

To the Secretary of the Committee of Council on Education.

(Signed) M. C. Taylor.

Reply to foregoing Letter.

Committee of Council on Education, Council Office,
REVEREND SIR, Downing Street, 22 September 1854.

IN reply to your letter of the 8th instant, wherein you inquire how the Minute of 28 June last, and the Circular of 29 July, affect teachers who already hold certificates of merit and seek to raise the value of them, I am directed to state that their Lordships, so far back as April 1850 (Minutes of 1850–1, Vol. I., p. lxxxv.) have publicly expressed their opinion on the subject of re-examination, and the 11th section in the Minute of 1853 does little more than give practical effect to the same views. The authorities of training colleges, who desire to encourage a second year's residence, are deeply interested in regulating the facility whereby the student who is content to leave with a first year's certificate may improve it by immediate re-examination as a teacher.

Premising thus much, upon the general question, I have to state that in December 1855, and thenceforth, *re-examination will not affect the value of the certificate until the time comes for revising it at the end of five years.* If, at the end of any such period, a teacher is found to have afforded evidence, not only of improved school-keeping, but also, of increased attainments, he will not fail to reap the benefit of such *two-fold* merit; but, in the meantime, the result of the re-examination will be simply recorded.

It will be evident, from these observations, that my Lords do not wish to encourage the practice of seeking re-examination, except with strict attention to the discharge of daily duties in school. Re-examination (since the Minute of 20 August 1853) is no longer the only path by which an improved certificate can be reached.

So far as a *certificated* teacher has time for study, it is desirable that he should devote himself to some *speciality* rather than to the whole circuit comprised by another *general* examination.

My Lords have already provided for special examinations in the knowledge required for the use of scientific apparatus, as you will see by Professor Moseley's Report* on that subject. They have also placed drawing, and may be enabled to place music, upon the like footing. The names of the teachers who pass really good examinations, to the satisfaction of competent authorities, in one or more of these subjects, will be specially noted by the letters A., D., or M., in the calendar, in addition to the entry of their general certificate.

Much also may be done by such a teacher for the improvement of his school (and consequently of his own certificate, through the Inspectors' reports) by giving his attention to some study which carries with it local importance, *e. g.*, navigation in a seaport town, mechanics and geology in the neighbourhood of foundries and mines, agricultural chemistry in rural districts, and the like. A schoolmaster who steadily pursues his *work in school*, and who gives his *leisure to some one such study*, will soon find, in respect both to himself and his pupils, how much more is to be gained in this way than by preparing himself for constant examinations in all the subjects which enter into a complete course of Normal training.

Such an examination cannot be dispensed with, but it should be passed once for all, before the time of application to practice begins.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

Rev. M. C. Taylor, Wesleyan Training School,
Horseferry Road, Westminster.

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* Minutes of 1852–3, vol. i., p. 154.

From John Martin, Esq., on behalf of the Metropolitan Training Institution.

SIR, Lincoln's Inn, 6 November 1854.

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A SCHOOLMASTER, who as a student at Highbury obtained a third class certificate last December, desires to be examined on the second year's papers next month, but, on reading the Circular of July 29, he is apprehensive that, if he fails on this occasion, he will lose his present certificate.

The words seem to bear this construction, though they are in answer to the question whether, in such a case, the college will lose its grant, or rather fail to obtain a grant.

It might be quite reasonable that the college should obtain no grant under such circumstances, but, seeing that in the words of the Circular "The second year [is] wholly distinguished from the first," there does not appear to be any reason why the student should lose his old certificate; because no inference can *now be drawn* that he has gone backward, as was the case when the subjects for examination were identical.

We have troubled you on this point, because in all quarters the regulation laid down, or supposed to be laid down in the Circular of July 29, is considered to be one of great hardship, and not required for any practical purpose.

I have the honor to be, &c.

To the Secretary of the Committee of Council on Education. (Signed) JOHN MARTIN.

Reply to foregoing Letter.

Committee of Council on Education, Council Office,

SIR, Downing Street, 21 November 1854.

ADVERTING to your letter of the 6th instant, in which you inquire whether a schoolmaster already holding a certificate of the third degree, and attending for another examination, but this time upon the second year's papers, will, in the event of failure, forfeit the certificate which he already holds, I am directed to state that such will not necessarily be the case.

My Lords reserve to themselves the right of withdrawing the first certificate, if the result of the examination appears to them to call for such a measure; but, generally speaking, the holder of a certificate obtained upon the first year's papers may be examined (after an interval of not less than one year) upon the second or third year's papers, without more risk* to his certificate than may result from his then showing that he falls below the standard upon which that certificate was granted.

At the same time, it is necessary to guard this statement with reference to those students who may endeavour to make use of it for the purpose of quitting their colleges at the end of their first year.

The first quinquennial certificate, pursuant to section XI. in the Minute of 20 August 1853, will be fixed (so far as it depends upon examination) by the position of the holder in the *Students'* Class List. Whatever examination he may pass, between the time of leaving college and the end of the seven years which must elapse before a new certificate is issued, will have no immediate effect, but will only be recorded in his favour for consideration (among other data) when the proper time comes.

While, therefore, a student who stays in college two full years may possibly obtain the benefit of a high certificate after the end of two years' service as an elementary teacher under inspection, the same student, if he leaves his college at the end of the first year, may indeed get into employment by one year the sooner, but will be a loser by four years in the time that must elapse before his certificate is raised above the third (lowest) degree. For instance:—

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* *Supra*, p. 23.

1. A. B., who enters the college in December 1854, passes for the second year in December 1856, and forthwith enters into service as a teacher, may be certificated in the second degree in the early part of 1859.

2. C. D., who enters the college at the same date, passes for the first year in December 1855, and forthwith enters into service as a teacher, cannot be certificated above the third degree before the early part of 1863.

I have the honor to be, &c.

J. Martin, Esq., Lincoln's Inn. (Signed) R. R. W. LINGEN.

Circular Letter to Principals of Training Schools.

Committee of Council on Education, Council Office,
Downing Street, 20 October 1854.

SIR,

THE returns recently made in claiming payment of the exhibitions due to Queen's scholars show that several of such students have been allowed by the authorities of their colleges to withdraw from training before the end of the year. Queen scholarships.

I am to state that, in *awarding* Queen's scholarships, my Lords contemplate the exhibitioner's residence throughout the year, and his examination at the end of it.

Their Lordships do not offer exhibitions for one, two, or three quarters, but only for whole collegiate years.

If illness or other special circumstances arise, they should be reported to my Lords at the time.

Their Lordships are ready to support the authorities by refusing to recognize, as a certificated teacher, any Queen's scholar who withdraws himself from teaching before the end of the year which is covered by his exhibition; and my Lords look to the same authorities for assistance to enforce this rule, as a condition of providing new scholarships out of the public funds.

I have the honor to be, &c.

To ——— (Signed) R. R. W. LINGEN.

Principal of the ——— *Training School.*

Circular to Principals of Training Schools.

Committee of Council on Education, Council Office,
Downing Street, 15 November 1854.

SIR,

I AM directed to forward, for your information, the subjoined copy of correspondence between the Committee of Council on Education and the Secretary of the National School Society. Queen scholarships.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Letter from the Rev. the Secretary of the National Society, containing inquiries as to Queen's Scholarships.

National Society's Office, Sanctuary, Westminster,
1 November 1854.

SIR,

I HAVE the honor to inform you that, on the 3rd of October last, an adjourned meeting of Principals and Chaplains of Training Colleges in union with this society was held in London, at which meeting those gentlemen were authorized to express the opinions of the governing bodies of their respective institutions on certain definite points, which had been previously circulated among them for consideration.

I was desired at that meeting to communicate to their Lordships the unanimous opinion of the Principals and Chaplains, representing 20 training colleges either belonging to or in union with the society, and under the inspection of H. M. Inspectors, on the four following points:—

1. Whereas the payment made by their Lordships to a training school on account of a Queen's scholar is a bare remuneration for expenses actually incurred in each case for maintenance, and by no means a proportional share of the total annual cost of the institution, it seems altogether unreasonable that this should be forfeited by the college from any moral dereliction on the part of the student, and that to require a certificate of good conduct as the condition of repayment for an actual outlay must prove injurious to the moral interests of education; the college being obliged either to give a lax interpretation to the words of their credential, thus defeating the object for which it was required (a course which the Privy Council would be as little disposed to recommend as the colleges to adopt), or to suffer a loss which, as their Lordships must be well aware, can be very ill afforded. A certificate of residence appears to be all that ought with propriety to be required on this behalf. And further, as pre-payment is invariably demanded from the ordinary students, it seems to be but reasonable, and would on many accounts be most desirable, that the Queen's scholars should be placed on the same footing in this respect.

2. Since a third year's course of study is now prescribed by their Lordships' Minutes for advanced students, the Queen's scholars are virtually excluded, as a body, from the advantages to be derived from this long period of training, as no provision has been made for their maintenance at a training college for more than two years. A second renewal of the Queen's scholarships seems of necessity to be involved in the provision for a third examination.

3. Since the intercourse of Queen's scholars with ordinary students in the same institution is found to be a great advantage to both; and since it not unfrequently occurs that young men, differently circumstanced from pupil-teachers, in age, social position, and previous education, but possessing great aptitude for the office of a teacher, are excluded from the benefit of training, by want of funds, there can be little question that the Committee of Privy Council would confer an important boon on the cause of education by admitting such ordinary students to compete for Queen's scholarships at the expiration of one year's residence in any training school, such students being *specially recommended by the Principal.*

Lastly, with respect to the arrangement proposed for the ensuing examination in training schools for male students, I am desired to represent that great inconvenience will be incurred by holding the examination of pupil-teachers at the same time with that of students for the first year.

If the arrangement be carried out, it will be impossible to lodge a great proportion of the candidates within the walls of the college, or to bestow upon them that amount of observation which the occasion demands. To lodge them out of the college must be in all cases undesirable, and in many cases impossible.

And further, the students who may be expected to attend both examinations—those for whom alone the proposed arrangement can be favourable—will be so few as not to deserve consideration in comparison with the very great inconvenience, both disciplinary and financial, which the proposed change must occasion.

I am therefore requested to solicit the attention of their Lordships to the four points mentioned above, in the hope that their Lordships may be induced—

First.—To make the payments of the Queen's scholars conditional only upon residence, and, if possible, prospective; the renewal of the scholarship being contingent upon his good conduct, as certified for the last year.

Secondly.—To renew the Queen's scholarship, under certain limitations, a second time, so as to enable the Queen's scholar to pass special examination at the end of the third year.

Thirdly.—To open the competition for Queen's scholarships to ordinary students after one year's residence in a training school.

And lastly.—To examine the candidate for Queen's scholarships, as was done last year, after the close of the examination of students.

I have the honor to be, &c.

To the Secretary of the Committee of Council on Education. (Signed) JOHN G. LONSDALE.

Reply to the foregoing Letter.

Committee of Council on Education, Council Office,
Downing Street, 15 November 1854.

REVEREND SIR,

IN reply to the several points of your letter dated the 1st instant, I am directed to state that, Queen's scholarships.

1. My Lords cannot dispense with the certificate on which the quarterly payments for the maintenance of Queen's scholars are issued.

It appears to their Lordships that the hold of the colleges over the Queen's scholars would be weakened rather than increased by the proposal, which only shifts the incidence of the loss, but inflicts no penalty upon the delinquent who causes it.

The exhibition contemplates a training, moral and intellectual, of one year, and is paid by instalments for so much of the work done.

The Committee of Council has always repudiated direct responsibily for the moral character of pupil-teachers (Minutes of 1848–9, p. 110) and Queen's scholars (Minutes of 1851–2, Vol. I., p. 106).

You will see upon reference to the Minutes of 1850–1 (Vol. I., p. xix) that my Lords contemplated the Queen's scholarship, in relation to the Queen's scholar, as a set-off against payments "due" from him, in the same manner as from any other student.

As Queen's scholars cannot forfeit their scholarship except by misconduct or desertion, it would not be unreasonable on the part of each college to give notice, on the admission of such scholars, that the parents or guardians are chargeable for the cost of maintaining and instructing the several scholars to the extent that those scholars may forfeit their scholarships.

Death, sickness, and reasonable causes for a change of destination in life, have always been, and will be, admitted by my Lords as sufficient indemnities.

It appears to their Lordships that they could not take any other ground without involving the principle that the Committee of Council presents candidates of its own for training, instead of confining itself to ascertaining that the candidates presented are intellectually qualified, and have satisfied the proper judges of their moral and religious character.

My Lords have too much reliance upon the attested soundness of the pupil-teacher system to expect that the necessity of forfeiture will be frequent, and too much reliance upon the high character of the training colleges to suppose that it will ever fail to be inflicted when necessary.

For the reasons stated, my Lords do not consider that they can properly charge the Parliamentary Grant with the loss.

2. My Lords find that Professor Moseley has arrived at the conclusion that two years is as long a period of training as, when added to an apprenticeship of five years, suffices to fit ordinary students for the office of elementary schoolmasters.

Their Lordships are of opinion that, taking the entire scale of grants as settled by the Minute of 28 June 1854 into account, it sufficiently enables the colleges to provide for a third year's course of training, to the extent that the interests of elementary education are concerned therein.

3. The Queen's scholarship has been offered hitherto as a pupil-teacher's prize. To open it beyond that body, involves a change of considerable importance. Taking into account, however, the relaxation in the number of such

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* Two-thirds in the case of females.

scholarships allowed in December last, my Lords are not indisposed to add some force to the present competition. The authorities of training colleges may therefore name, *not only Queen's scholars of the first year* for renewal as at present, but also, *any other student* (over 20 years of age) *of the same standing*, for the grant of such a scholarship, during the next year. The scholarship in these cases will be awarded on the student's examination, viz., scholarships of *25l.** to those placed in the first and second divisions, and *20l.** to those in the third. The Principal will, of course, have to diminish his number of admissions open to *new* Queen's scholars, in proportion as he retains a larger margin (*see* Minute of 20 August 1853, sec. 3, *supra*, p. 10) for the scholarships of *former* Queen's scholars and students. The scholarships opened to the latter will not be renewable.

4. My Lords will examine the first and second year's students *together*, and the candidates for new Queen's scholarships *afterwards by themselves*. The reasons given for this change entirely convince their Lordships.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

From the Rev. Richard Greenall, on behalf of the Warrington Training School.

SIR, Stretton, 10 November 1854.

Examination of students in Training schools.

I SHALL feel obliged if you will inform me what the requirements of the Committee of Council are on the following points, respecting which the managers of this institution, and, I have reason to think, of similar others, both of male and female teachers, are in some doubt:—

1. Are *all* the students who have been in residence for a full year to be offered for examination, and will this rule be considered binding on the managers?

2. Are *any* of those who have not resided a full year to be offered?

Some difference of practice has hitherto prevailed on these points, which it seems expedient to have definitively understood.

I have the honor to be, &c.
(Signed) RICHARD GREENALL.

To the Secretary of the Committee of Council on Education.

Reply to foregoing Letter.

Committee of Council on Education, Council Office,
Downing Street, 21 November 1854.

REVEREND SIR,

IN reply to the inquiries contained in your letter of the 10th instant, I am directed to state, that,—

1. All students who have been in residence for one full year ought to be presented to Her Majesty's Inspector of Schools, for examination.

2. Students who have resided less than one full year should not be presented. No grants can be made for the examinations which such students may pass, and their papers add unnecessarily to the bulk (already excessive) of those which must be revised with reference to the distribution of grants.

My Lords are aware that some difference of practice, which it is not always in the power of their Lordships to prevent, has prevailed in different colleges, but the foregoing explanation represents the rule which the Committee of Council desires to see uniformly adopted.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To the Rev. R. Greenall, Stretton.

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* Two-thirds in the case of females.

(No. 4.)

PAPERS USED AT THE GENERAL EXAMINATION,

CHRISTMAS 1854.

MALE STUDENTS.—FIRST YEAR.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section.

Before beginning your answers, you are to fill up the following table, so far as it applies to you.

The Name of the Training School at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *Year of your Age.*	*Do you attend this Examination as—* 1. *A resident Student.* 2. *A Teacher to be examined for a Certificate of Merit, and* from what School?	*If you are or have been a Student, state the Month and Year in which you entered the Training School, and the Month and Year in which you left it.*

1. THE HISTORY AND CHRONOLOGY OF THE OLD TESTAMENT.

2. THE GOSPEL ACCORDING TO ST. LUKE.

(Three hours allowed for this paper.)

Section 1.

1. Where are the following places situated? State what is recorded in Scripture of one of them:

Damascus, Nineveh, Babylon.

2. What are the principal rivers of Palestine? and what events are recorded in connexion with them respectively?

3. Describe the mountains of Palestine, illustrating your description by a map.

Section 2.

1. Give dates for the following events:

The call of Abram. The Exodus. The first destruction of Jerusalem.
The death of Jacob. The anointing of Saul.

2. What division did the ancient Jews make of the Books of the Old Testament? what Books were included in each division, and what references are made to this division in the New Testament?

3. Give some account of the Prophet Isaiah. What are the most important subjects to which his prophecies relate? What historical facts does he record?

Section 3.

1. Give an account of the life of Jacob.
2. Describe the conquest of Canaan by Joshua.
3. Give the principal events in the history of Jerusalem, with the dates.

Section 4.

1. Relate the principal events in the life of one of the following kings—Rehoboam, Jeshoshaphat, Hezekiah.
2. Give some account of the nations bordering on Judea.
3. Give some account of the history of idolatry among the Jews.

Section 5.

1. What reason is there for believing that St. Luke was descended from Gentile parents?

2. What internal evidence does the Gospel of St. Luke afford that it was written for the benefit of the Gentile converts?

3. "Now, in the fifteenth year of the reign of Tiberius Cæsar, Pontius Pilate being governor of Judea, and Herod being tetrarch of Galilee, and his brother Philip, tetrarch of Iturea and of the region of Trachonitis, and Lysanias, tetrarch of Abilene."—(*Luke* iii. 1.) Give some account of the time, and the persons and places mentioned in this passage.

Section 6.

1. Into what principal sections may St. Luke's Gospel be divided, and what chief events are recorded in each?

2. What important events in the Gospel history are recorded exclusively by St. Luke?

3. What appears from the introduction to St. Luke's Gospel to have been his scope and design in writing it? In the words "For as much as *many* have taken in hand to set forth," &c.—(*Luke* i. 1.)—could any other of the Evangelists have been intended? And why? Could St. Luke have been one of the Seventy? What reason is there for believing that his Gospel was composed from that preached of St. Paul?

Section 7.

1. Relate the miracles of the healing of the man with the withered hand, and the stilling of the tempest.

2. Whither did our Lord send "the Seventy?" Give in your own words the substance of his charge to them.

3. What passages of St. Luke's Gospel admonish us to practise humility, Christian courage, perseverance, and constant preparation for death?

Section 8.

1. Relate the events of the successive days of Passion Week, as recorded by St. Luke.

2. "When Pilate heard of Galilee he asked whether the man were a Galilean."—(*Luke* xxiii. 6.) Can you assign any reason other than curiosity for this question?

3. Describe the Feast of the Passover *as it was observed in the time of our Lord*, and compare it with what is recorded by St. Luke of the Last Supper.

CATECHISM, LITURGY, AND ECCLESIASTICAL HISTORY TO THE COUNCIL OF CHALCEDON.

(Three Hours allowed for this Paper.)

Section 1.

1. Give texts of Scripture illustrative of the four last articles of the Apostles' Creed.

2. Write out the address of the catechist to the child on repeating the Lord's Prayer, and give texts of Scripture illustrative of it.

3. State what is required of those who receive the Sacraments respectively, and prove the answers from Scripture.

Section 2.

1. Mention texts of Scripture to show that "we ought at all times humbly to acknowledge our sins before God, but chiefly when we assemble and meet together," &c. &c.

2. What are the principal parts of the public worship of God as stated in the "general exhortation," and what Scriptural authority have we for each of these forms of worship?

3. "Wherefore let us beseech Him to grant us true repentance and His Holy Spirit," &c. What blessings are stated in "the Absolution" to be consequent on these gifts?

Section 3.

1. Write out the collect "for Grace" at Morning Prayer.
2. How may the supplications in the Litany be divided? Write out one in each division.
3. With what clause do the prayers of the Church usually terminate? Give texts of Scripture illustrative of that clause.

Section 4.

1. What reasons are there for believing St. James to have been the first bishop of Jerusalem?
2. Give some account of the history of the Church of Palestine after the death of St. James.
3. Who were the Apostolic Fathers? Give an account of one of them and of his writings.

Section 5.

1. Under what emperors did the Church chiefly endure persecution, and at what dates?
2. Give a particular account of the persecution of the Church under one of the Roman emperors.
3. What testimony is borne by heathen authors to the early spread of Christianity, and what as to the nature of the religious worship of Christians and their morality? What reasons were alleged for their persecution?

Section 6.

1. Give some account of the life of Constantine the Great.
2. What great doctrines did the first four Councils severally affirm, and in opposition to what heresies?
3. Give an account of Julian the Apostate.

ARITHMETIC.

(Three hours allowed for this paper.)

Section 1.

Give the reason for each step in working one of the following sums:

1. (*a*) Multiply 231 by 29.
   (*b*) Multiply $\frac{2}{3}$ by $\frac{5}{6}$ and divide the product by $\frac{4}{9}$.
2. (*a*) Multiply ·3076 by 1·072 and divide the product by ·008.
   (*b*) Reduce 7*s.* 10½*d.* to the decimal of 1*l.*
3. (*a*) Extract the square root of 652864.
   (*b*) Multiply 12 ft. 5 in. by 11 ft. 7 in.

Section 2.

1. If the poor-rate on 23*l.* 17*s.* 6*d.* be 3*l.* 9*s.* 7*d.*, how much is that in the pound?
2. How much loaf sugar at 11*d.* per lb. is equal in value to 3 qrs. 7 lbs. of moist sugar at 6½*d.* per lb.?
3. I buy goods for 600*l.* ready money, and sell them directly for 680*l.*, giving 3 months' credit, what is gained per cent. per annum?

Section 3.

Express the sums of money mentioned in the following questions, in the decimal coinage; work the sums decimally, and reduce the answers to the present currency:—

1. A spoon costs 7*s.* 9*d.*, how many dozen can be bought for 44*l.* 8*s.* 3*d.*?

2. A man who owes 2,348*l.*, pays 12*s.* 9½*d.* for every pound which he owes, how much does he pay in all?

3. What sum of money is that which being lent at simple interest will in 8 months amount to 297*l.* 12*s.*, and in 15 months to 336*l.*, and at what rate per cent.?

Section 4.

The following questions are to be worked decimally, and the answers given in the decimal coinage:—

1. In what time will 188*l.* 3 florins 2 cents amount to 192*l.* 1 florin, at 5 per cent. per annum?

2. A bankrupt's effects were worth 4,265*l.*, and his estate paid three dividends of 2 florins 5 cents, 1 florin 1 cent. 8 mils, and 2 florins 9 mils, in the pound, respectively; what was the whole loss sustained by his creditors?

3. If 2,843*l.* 7 florins 5 cents be due from London to Paris when 1*l.* is worth 25 francs, how much must be remitted when a guinea is worth 27 francs?

Section 5.

1. What is the cost of building a wall 1 mile long, 6 feet high, and 2½ bricks thick, at 13*l.* 3*s.* 6*d.* per rod?

2. Zinc sheets are 7 feet long and 2 feet 8 in. wide; how many such sheets would be required to cover a roof 50 feet long and 13 ft. 6 in. wide? Each square foot of the zinc weighs 26 oz. and costs 6½*d.*, what would be the cost and weight of such a roof?

3. One bushel of cement mixed with two of sand will cover 3⅓ square yards when laid on one inch thick; the cement costs 1*s.* per bushel, the sand 5*s.* 6*d.* for 20 bushels, and the labour 1*s.* 7*d.* per square yard; what is the cost of plastering a house-front 40 feet high and 70 feet long?

Section ,

1. Paper hangings are sold in pieces 12 yards long and 21 inches wide, how many pieces are required to paper a room 20 feet long, 15 feet wide, and 13 feet high; and what does the work cost when done with paper at 6*s.* per piece, allowing 1 piece in 7 for waste, and 1*s.* 10*d.* per piece for hanging?

2. How many deal planks 10 feet long, 11 inches wide, and 2½ inches thick are required to plank a floor 20 feet 2 inches wide and 30 feet long, and what is the cost of the timber at 7*l.* per load of 50 cubic feet, and 1*l.* per load for sawing and carting?

3. The mortar for a rod of brickwork requires 1½ cubic yards of lime at 12*s.* per yard, and 3 cubic yards of sand at 3*s.* 6*d.*; what is the cost of the lime and sand required for building a circular tunnel whose internal diameter is 6 feet, and which is 3½ bricks thick and 100 yards long?

ENGLISH HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Give some account of Cæsar's invasions of Britain.

2. Under what emperor and what general was Britain next invaded by the Romans? Give some account of its history from that time until the end of the century.

3. Give some general account of the state of Europe in the century in which the Roman legions were withdrawn from Britain.

Section 2.

1. Whence did the Anglo-Saxons come? Give some account of their successive invasions, and of the kingdoms they established.

2. Give some account of the reign of one of the following Anglo-Saxon kings:—

(*a*) Egbert, (*b*) Alfred, (*c*) Edward the Confessor.

3. Give some account of the Danish invasions of England and of other countries of Europe.

Section 3.

Give some account of the History of England in one of the following centuries :—

1. The eleventh. 2. The fifteenth. 3. The eighteenth.

Section 4.

1. Give some account of the reign of one of the following sovereigns :—
(*a*) Henry II., (*b*) Edward I., (*c*) Edward IV.

2. Give some account of the leading statesmen in one of the following reigns :—
(*a*) Edward VI., (*b*) Anne, (*c*) George III.

3. Give some account of one of the following historical epochs, and of its influence on the national prosperity :—
(*a*) The loss of his French dominions by King John.
(*b*) The Union of England with Scotland.
(*c*) The American War of Independence.

Section 5.

Give some account of one of the following series of events :—
1. The settlement of America.
2. The acquisition of the West India Islands.
3. The conquest of India.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

Describe one of the following coast lines :—
1. The west coast of England from the Solway to the Bristol Channel.
2. The west coast of Ireland.
3. The coast of Europe from the mouth of the Elbe to that of the Adour.

Section 2.

Describe one of the following coast lines :—
1. The west coast of Africa.
2. The coast of Asia from Aden to Cape Comorin.
3. The coast of the United States of America from the Bay of Fundy to Cape Hatteras.

Section 3.

Describe the course of one of the following rivers and its tributaries, mentioning the most important cities and towns upon their banks.

1. The Thames. 2. The Seine. 3. The Rhine.

Section 4.

Give the names of six of the most important cities or towns in one of the following countries, describe the position of each, and mention anything for which it is remarkable.

1. Scotland. 2. Belgium. 3. Prussia.

Section 5.

Draw an outline map of Asia.

Section 6.

Draw an outline map of Russia.

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Every Candidate is *required* to write out the paraphrase.

He may select questions to answer at his discretion from all the sections, not however exceeding *six* in the whole, exclusively of the paraphrase.

Paraphrase the following passage. (*You will be good enough to remember that you are not asked to expand the passage; but to render the same sense in different, though equivalent, terms.*)

The office of justices in eyre was instituted in the reign of Henry the Second, the king having divided the kingdom into six circuits, a little different from the present, and commissioned these new created judges to administer justice and try writs of assize in the several counties. These remedies are said to have been then first invented; before which, all causes were usually terminated in the county courts, according to the Saxon custom; or before the king's justiciaries in the Aula Regis, in pursuance of the Norman regulations. The latter of which tribunals travelling about with the king's person, occasioned intolerable expense and delay to the suitors; and the former, however proper to little debts and minute actions, where even injustice is better than procrastination, were now become liable to too much ignorance of the law, and too much partiality as to facts, to determine matters of considerable moment.

Section 1.

Read as far as the first full stop.

1. "The king having divided." How are these words connected with the rest of the sentence in point of construction? Do they belong to the subject or to the predicate of the sentence? State the reasons of your answer.

2. With what noun does "different" agree? With what noun "commissioned"? With what other preceding word, besides its noun, must "commissioned" be joined in order to parse it fully?

3. What parts of speech are "little" and "new"? Do you know this by their form or by their position? Add a few remarks, such as you would address to children of a senior class upon these words, in explaining the use of inflexion.

Section 2.

"*These remedies . . . . . regulations.*"

1. "These remedies are said to have been then first invented." Pick out the auxiliary verbs from this sentence. What voices, moods, and tenses do they respectively help to constitute?

2. "Before which," "Before the king's justiciaries." Explain the difference of meaning in the word "before" in these two clauses. Which is likely to have been the earlier of the two meanings? Why?

3. Name an adjectival form of each of the following words—*remedy, invent, terminate, custom, regulate;* marking off by hyphens the syllable which in each case gives the adjectival force to the word.

4. Name (singular and plural) the demonstrative pronouns. Show how they differ in sense from each other. Name the adverbs of *time*, and the adverbs of *place*, which correspond respectively to each demonstrative pronoun.

5. "All causes were usually terminated in the county courts according to the Saxon custom, or before the king's justiciaries in the Aula Regis in pursuance of the Norman regulations." Parse each word separately. What is meant by *antithesis?* Illustrate your answer by means of this sentence.

Section 3.

"*The latter of which tribunals.*"

1. Parse, (*a*) according to etymology, (*b*) according to syntax, the words—latter—former—better—as they occur in the passage just given.

2. What is the difference between the possessive and the objective case? In what different ways may the objective case be governed? Illustrate your answer from the same passage.

3. Give English words (with their meanings) derived from the Latin—pendo—cado—tribuo—ago—pars—moveo.

4. "Minute *actions*," "partiality as to *facts*," "*to determine* matters." Explain the government of each of the words in italics in the last passage.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Write the first line of your first answer as a specimen of copy-setting in *large-hand;* and the first line in your second answer as a specimen of copy-setting in *small-hand.*

Section 1.

1. What are the advantages, and what the disadvantages, of the individual and the simultaneous methods, respectively, of teaching to read, and how may the disadvantages best be obviated? If you are acquainted with any union of the two methods which has been adopted with advantage, describe it.

2. After the mechanical difficulties of reading have been overcome, what are the difficulties which the elementary teacher has chiefly to contend with in the *manner* of reading; and how may they best be overcome?

3. What are the characteristics of a good manner in reading? What works may be used to teach accentuation and intonation?

Section 2.

1. What are the characteristics of good writing as adapted to the purposes of elementary instruction? In what respects does what is called "caligraphy" fall short of this object? Describe the steps to be taken successively to form the handwriting of a child.

2. Describe Mulhauser's method of teaching to write, and illustrate it by a series of models adapted to the teaching of it.

Section 3.

1. What is the best means of correcting dictation lessons?

2. When the mechanical difficulties of "writing from dictation" have been overcome, what other things may the same process be employed to teach, and how best?

3. What faculties of the mind are exercised in "composition lessons? Write down the subjects of a graduated series of composition lessons.

Section 4.

Describe fully the expedients best to be adopted in teaching one of the following rules of arithmetic, so that the reason of every step in the working may be understood, and illustrate them by examples.

1. Subtraction. 2. Long division.

3. Compound multiplication by more than one figure, in the decimal coinage.

LATIN.

(Three Hours allowed for this Paper.)

Section 1.

1. State generally the *relations* (of one word to another) which are expressed by the cases of nouns in Latin.

2. Does the Latin language contain any article (part of speech)? What Latin word has been classed under this title, and for what purpose?

3. Decline through all cases, of both numbers,—
passus (*gen.* passûs). mensis (*gen.* mensis). latus (*gen.* lateris).
4. Decline (case, gender, number) the following adjectives—
curvus. sacer. fortis. ferox.

Section 2.

1. Decline the personal pronoun *tu* and the relative pronoun *qui*.
2. Give the *possessive* forms of—
ego. tu. ille. nos. vos.
Point out the difference of concord in the following Latin and English versions—
He cut off *his own* feet, She cut off *her own* feet,
Ipse *suos* pedes sibi abscidit. Ipsa *suos* pedes sibi abscidit.
They cut off *their own* feet.
Turn this last line into Latin in further illustration of your answer.
3. What is the difference between *declension* and *conjugation* as applied to Latin verbs? Illustrate each part of your answer by examples.
4. What are the concords between Noun and Verb? Pronoun and Verb? Noun and Adjective? Give an example of each.

Section 3.

1. Give the following tenses, at length, from the verb Possum—
The present indicative. The future indicative.
The perfect indicative. The pluperfect subjunctive.
2. Compare the Latin with the English language as regards the employment of *auxiliary* verbs. Give examples throughout your answer.
3. Render into Latin the following expressions—
I shall love. To have advised.
I shall have heard. Ye may have been.
I may have been advised. (Worthy, or in order,) to be loved.
By ruling. They would be ruled.

Section 4.

1. Name the *undeclinable* parts of speech in Latin. Which of these words, though undeclined themselves, may affect the declension of other words? Give instances in each case.
2. Examine the correctness, or otherwise, of the following expressions—
ante domino. apud urbem. sine matrem. juxta patrem.
cum fratre. post sororem. pro patriam. trans monte.
Is the government of one case rather than another by prepositions entirely conventional, or is it capable of being accounted for by any general difference of meaning?
3. To what extent will the *meaning* of Latin words guide you to the *gender* of them? Why is not this rule sufficient? What other rules have you got to supply its failure?
4. Give the gender and genitive case singular of the following nouns—
Mars. October. Britannia. Argentum. sedes. virtus. sanguis.
opus. rus.

Section 5.

1. Give the—
2nd person, present indicative; 1st person, perfect indicative; infinitive mood; gerunds; participles active; participles passive;
of each of the following verbs—
specto. scribo. traho. peto. capio. trado. deleo. frango.
intelligo.
2. Translate the following sentence into English *literally*—
Vera autem et sapiens animi magnitudo principem se esse mavult quàm

videri. Etenim, qui ex errore imperitæ multitudinis pendet, hic in magnis viris non est habendus.

Parse every word as far as the first full stop. Prove, from this passage, the rule for concord between relative and antecedent.

MUSIC.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Division I.

Section 1.

1. If Music were more generally cultivated in our public schools, what effect would it have on the general progress of our pupils?

Section 2.

1. What do we employ in order to represent to the *eye* the different pitch of the musical notes?

2. What is an interval, and what is the distinguishing interval between the major and minor modes?

3. Which major key has 4 sharps, and which minor key 4 flats? What is the relative major key to D minor?

Section 3.

1. Write the common chords of C, G, and F, major and minor, with their inversions.

2. Why and how are consecutive fifths and octaves to be avoided?

3. What is meant by modulation? What rule or rules would you lay down as a guide in modulation? (1) Starting from a major key, and in a short piece—"a song or a tune"—what is the usual course observed in composition? Give an example. (2) Starting from a minor key, and in a piece of small dimensions, what is the usual course? Give an example.

Division II.

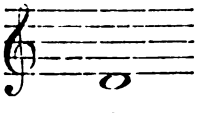
1. Classify the various voices, male and female.

2. Draw a diagram showing the lines taken from the full stave of eleven lines to form the particular staves for separate voices.

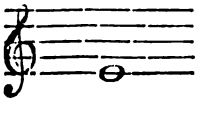
3. Write any *two* of the following exercises—

1. Write the middle note C in the four clefs.

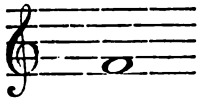
2. Write the lower treble D for the three other parts.



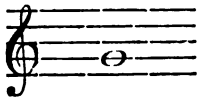
3. Write the lower treble E for the three other parts.



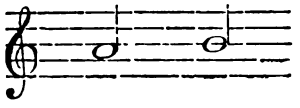
4. Write the lower treble F for the three other parts.



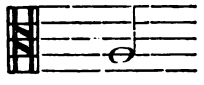
5. Write the lower treble G for the alto and the tenor.



6. Write the treble notes A and B as they should appear in the alto part.



7. Write the lower alto A with the signature of the bass clef.

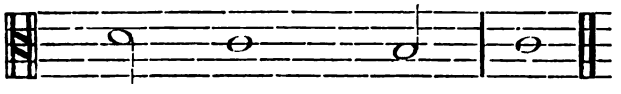


4. Write these passages in the three other clefs.

1.

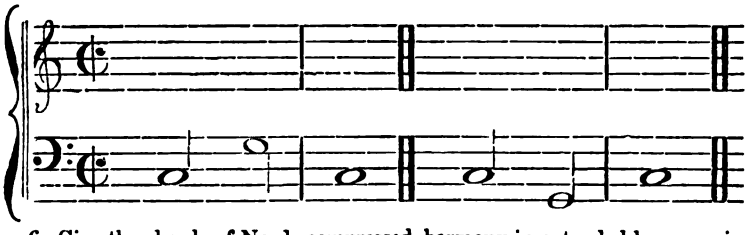
2.

3.



4.

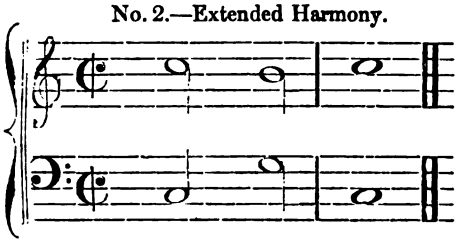
5. Show on the following stave the alterations between the dominant 7th in its four positions, and the tonic.



6. Give the chords of No. 1, compressed harmony in extended harmony in No. 2, and show the practical advantage resulting from a simple extension of the chords.

No. 1.—Compressed Harmony.

No. 2.—Extended Harmony.



7. Transpose the bass and melody of the following chant into the major keys of F natural and D; and form in each the two inner parts from the figured bass.

EUCLID.

(Three Hours allowed for this Paper).

Books I. to IV.

Section 1.

1. Upon the same base and upon the same side of it there cannot be two triangles which have their two sides terminated at one extremity of the base equal to one another, and likewise those which are terminated at the other.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one of them, greater than the angle contained by the two sides equal to them of the other, the base of that which has the greater angle shall be greater than the base of the other.

3. To a given straight line to apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

Section 2.

1. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the two parts.

2. If a straight line be divided into two equal and also into two unequal parts; the squares of the two unequal parts are together double of the square of half the line, and of the square of the line between the points of section.

3. To describe a square that shall be equal to a given rectilineal figure.

Section 3.

1. If any two points be taken in the circumference of a circle, the straight line which joins them shall fall within the circle.

2. The diameter is the greatest straight line in a circle; and of all others that which is nearer to the centre is always greater than the one more remote: and the greater is nearer to the centre than the less.

3. If from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it; the rectangle contained by the whole line which cuts the circle and the part of it without the circle, shall be equal to the square of the line which touches it.

Section 4.

1. About a circle to describe a triangular equiangular to a given triangle.

2. To describe an isosceles triangle, having each of the angles at the base double of the third angle.

3. To inscribe an equilateral and equiangular pentagon in a given circle.

MECHANICS.

(Three Hours allowed for this Paper.)

Section 1.

1. Define the unit of work, and prove that if a pressure of 5 lbs. be exerted through 7 feet, the number of units of work done is represented by 7×5.

2. State the principle of the parallelogram of pressures, and describe fully an experiment by which it may be proved.

3. Prove that in a straight lever the power and weight are inversely as their distances from the fulcrum.

Section 2.

1. What is the strength of a wire, $\frac{1}{8}$ inch in diameter, of iron which will bear 25 tons per square inch?

2. A train weighing 50 tons travels on a railway at the rate of 20 miles an hour, the resistances of friction and the air being estimated at 8 lbs. per ton; at what horse-power does the engine work?

3. The piston of a steam-engine is 36 inches in diameter, the length of the stroke is 6 feet, and it makes 6 strokes per minute; under what effective pressure per square inch must it work in order to yield 75 horse-power at the piston?

Section 3.

1. A bar of iron 15 feet long, and supported at its extremities, has 3 cwt. suspended from a point distant 6 inches from one point of support, what is the pressure on the other point of support, first when the weight of the bar is neglected, and secondly, when 15 lb. is allowed per foot for the weight of the bar?

2. Exhibit, by means of diagram, any useful combination of three pullies, and determine the relation between the power and weight in that combination.

3. A weight is suspended from a given point in a cord whose extremities are fixed to any two given points; show how the tensions on the two parts of the cord may be determined by means of a scale and compasses.

Section 4.

Describe fully one of the following machines, illustrating your description by a diagram.

1. A thrashing machine. 2. A gas meter.

Section 5.

Describe one of the following machines, illustrating your description by a diagram.

1. A flour mill. 2. An organ.

ALGEBRA.

(Three Hours allowed for this Paper.)

Section 1.

1. From $2a + b(2x - c)$ take $3bc - a + 5bx$.

2. Divide $a^3 - 3a^2x - 3ax^2 + x^3$ by $a + x$.

3. Show that if $-b$ be subtracted from a the remainder is $a + b$; and that if $-a$ be multiplied by $-b$ the product is $+ab$.

Section 2.

1. Multiply $4a^2 - 6a + 9$ by $2a + 3$.

2. Show that $a^m \times a^n = a^{m+n}$ and $a^m \div a^n = a^{m-n}$; and divide $a^{2m} - 3a^m c^n + 2c^{2n}$ by $a^m - c^n$.

3. Divide $\frac{x^4}{3} - \frac{11x^3}{12} + \frac{41x^2}{8} - \frac{23x}{4} + 6$, by $\frac{2x^2}{3} - \frac{5x}{6} + 1$.

Section 3.

1. Reduce to its simplest form—

$$\frac{a}{a+x} + \frac{x}{a-x} + \frac{a^2+x^2}{a^2-x^2}.$$

2. Show that $\sqrt{24} + \sqrt{54} - \sqrt{6} = 4\sqrt{6}$, and extract the square root of $4x^4 - 12x^3 + 25x^2 - 24x + 16$; proving the principal steps of the process.

3. Prove the rule for finding the greatest common measure, and find the greatest common measure of

$$6x^5 - 4x^4 - 11x^3 - 3x^2 - 3x - 1, \text{ and}$$
$$4x^4 + 2x^3 - 18x^2 + 3x - 5.$$

Section 4.

1. Solve the equations—

(*a*) $1\frac{1}{2} - \frac{2x}{3} = \frac{1}{4} + \frac{x}{2}$

(*b*) $\frac{x+5}{4} + \frac{x+4}{5} - \frac{x+13}{8} = 3\frac{1}{40}$.

2. (*a*) $\frac{ace}{b} - \frac{(a+b)^2x}{a} - bx = ae - 3bx.$

(*b*) $a + x + \sqrt{a^2 + bx + x^2} = b.$

3. (*a*) $\sqrt{(1+a)^2 + (1-a)x} + \sqrt{(1-a)^2 + (1+a)x} = 2a.$

(*b*) $\frac{xy}{2y+3x} = 1, \frac{yz}{2z+3y} = 2, \frac{xz}{2x+3z} = 3.$

Section 5.

1. Find two consecutive numbers such that the half and the fifth parts of the first taken together shall be equal to the third and fourth parts of the second taken together.

2. What two numbers are those whose sum is 40 and the sum of their cubes 19000?

3. If 18 oxen, in five weeks, eat 6 acres of grass, and 45 oxen eat 21 acres in nine weeks, the grass growing uniformly; how many weeks' food for an ox were there on each acre before they began to feed, and how many grew on an acre per week?

Section 6.

1. There are three schools, boys', girls', and infants', containing together 266 children. There are four times as many in the infants' school and twice as many in the girls' as there are in the boys'. How many are there in each?

2. A square room requires 576 superficial feet of paper to cover its walls; but if it were 3 feet higher this quantity of paper would only cover three of its walls. What are its dimensions?

N.B.—Windows, doors, &c. are to be neglected in the calculation.

3. A book is published at a cost of 5*s.* per copy and sold at 10*s.* per copy. Now if it had been sold at 6*s.* 8*d.* per copy the annual sale would have been 200 copies more, the edition would have been sold off two years sooner, and it would have begun to pay profit one year later. How many copies were published and what was the annual sale?

N.B.—The interest of money is to be neglected in the calculation.

WELSH.

(Three Hours allowed for this Paper.)

1. Translate into English *one* of the two following passages:—

Fy mol, fy mol; gofidus wyf o barwydenau fy nghalon; mae fy nghalon yn terfysgu ynof; ni allaf dewi, am i ti glywed sain yr udgorn, O fy enaid, a gwaedd rhyfel. Dinystr ar ddinystr a gyhoeddwyd; canys yr holl dir a anrheithiwyd; yn ddisymmwth y distrywiwyd fy lluestai i, a'm cortenni yn ddiattreg.

Hai! lleisiwch yr udgyrn ar goppa bryn Sion;
Dadgenwch gân molawd, chwi fedrus gantorion,
I'n Blaenor cadarnaf, a hollol orchfygodd
Dywysog yr Awyr, a'i aml fyddinoedd.
Daeth heddyw o'r frwydr, âi ddillad yn gochion;
A'i gleddyf yn llifo gan waed ei elynion;

A llefodd "Efengyl, sef rhyddid trag'wyddol,
Iwch feibion caethiwed, mewn teyrnas ddymunol,
Ennillais i heddyw, 'r ol ymdrech anhydyn,
A'r dieflig ormesdeyrn, oedd beunydd eich gelyn."

2. Parse fully, in English, the *first two* lines of whichever of the above passages you have translated; and explain the literal mutations of the whole passage.

3. Translate into Welsh *one* of the two following passages:—

Come let us walk abroad and see the wonderful works of God. Let us behold the earth, the sky, the sea, the animals, the birds, the fishes, and the plants. Do they not all bear witness to the goodness of our Creator? Do they not all show his handiwork, and his providence? Examine them well, O man; try to understand them; and be thankful!

He was a young man, born in a humble position, who, thanks to the institutions of his country, had been able to gain a slight amount of general knowledge. He was placed in a situation, fairly remunerated, which tended to separate him from his fellow-parishioners. Such a rapid rise completely turned his head; he gave himself airs, disdained his equals, became insolent to his employers, aspired to an higher occupation, and, like the frog in the fable, thought that by puffing himself up, he should become as big as an ox.

4. Explain fully the construction of the following phrases:—

Bod eisiau arno sydd eglur.
Nid yw hyd yn nod y cyfoethogion heb drallod.
Yr hon yr oedd ei brawd yn glâf.

MALE STUDENTS (*continued*).—SECOND YEAR.

I. THE ACTS OF THE APOSTLES.
II. THE EPISTLE TO THE GALATIANS.

(Three Hours allowed for this Paper.)

Section 1.

On what occasions was St. Peter cast into prison at Jerusalem, and under what circumstances was he set free? In what words did he address the council on his second appearance before them?

2. Describe geographically the countries from which those persons came who heard the Apostles preach on the day of Pentecost.

3. "And all that believed had all things common" (Acts ii. 44). In what sense are the words "had all things common," to be received? Give Scriptural grounds for your answer to this question.

Section 2.

1. Relate, shortly, the history of the Church, between the conversion of St. Paul and the departure of Barnabas from Antioch to Tarsus to seek Saul (Acts xi. 25).

2. Give some account of the chronology of the Acts of the Apostles.

3. Have you any observations to make on the following passages?—

"Which was with the deputy of the country Sergius Paulus" (Acts xiii. 7).

"Philippi which is the chief of that part of Macedonia and a colony" (Acts xvi. 14).

"For as I passed by and beheld your devotions I found an altar with this inscription, TO THE UNKNOWN GOD" (Acts xvii. 23).

Section 3.

1. What is recorded of St. Paul's last visit to Jerusalem?
2. What probable account may be given of St. Paul's labours during his confinement at Rome, and after his release?
3. What is known of the following persons mentioned in the Acts of the Apostles?

Apollos, Titus, Erastus, Aristarchus, Tychicus, Trophimus, Gallio, the high priest Ananias (Acts xxiii. 2), Herod the king (Acts xii. 1), King Agrippa (Acts xxv. 13).

Section 4.

1. Describe Galatia geographically, and give some account of its history.
2. What is recorded in the Acts of the Apostles, concerning St. Paul's visit to Galatia?
3. "I marvel that ye are *so soon* removed from him that called you" (Gal. i. 6). To what period does the expression "so soon" probably refer Assign reasons for the answer you give to this question.

Section 5.

1. What difference is observable in respect to the authority with which St. Paul addresses the Galatians and the Romans? How do you account for the difference?
2. St. Paul does not in the Epistle to the Galatians lay down the doctrine of the Gospel *at large* as he does in that to the Romans. Assign a reason for this.
3. The church of the Galatians included *Jews* and Jewish *proselytes*. How does this appear from the Epistle?

Section 6.

1. "When the brethren knew, they brought him down to Cæsarea and sent him forth to Tarsus a city of Cilicia" (Acts x. 30). What passage in the Epistle to the Galatians refers to this journey, and what argument may thence be derived for thinking that the journey in question was made by land?
2. "And I, brethren, if I yet preach circumcision, why do I yet suffer persecution? Then is the offence of the cross ceased" (Gal. v. 11.) Explain this passage and illustrate it by passages from the Acts of the Apostles.
3. "Then after three years I went up to Jerusalem to see Peter and abode with him fifteen days" (Gal. i. 18.) Prove from the Acts of the Apostles that St. Paul abode but a *short time* at Jerusalem on this visit, and show how he was employed.

Section 7.

1. Explain the following passages:—

"Brethren, if any man be taken in a fault, ye which are spiritual restore such an one, in the spirit of meekness, considering thyself lest thou also be tempted" (Gal. v. 1).

"Brethren I beseech you be as I am; for I am as ye are: ye have not injured me at all" (Gal. iv. 12).

2. Explain the following passage:—"Having begun in the spirit are ye now made perfect by the flesh?" (Gal. iii. 3). In what sense are the words spirit and flesh used in this Epistle?
3. What reason is to be assigned for the use of the following words by St. Paul in the commencement of his Epistle?—"Paul an Apostle, *not of man* neither *by man*" (Gal. i. 1). Give other passages in which he asserts his apostleship to have been derived immediately from Christ. From what other Apostle was he distinguished in this respect?

ECCLESIASTICAL HISTORY.

(Three Hours allowed for this Paper.)

1. The 15th and the first half of the 16th centuries.
2. The Reformation in England.

Section 1.

1. Give some particulars of the life of one of the following persons:—
(*a*) Wickliffe; (*b*) Huss; (*c*) Erasmus.
2. Give some account of those communities of Christians who, before the Reformation, repudiated fundamental doctrines of the Church of Rome.
3. What circumstances in the political state of Europe, and in the progress of knowledge and the arts of civilization, towards the close of the fifteenth and the beginning of the sixteenth centuries, favoured the Reformation, and in what way?

Section 2.

1. Give some account of the early life of Martin Luther.
2. Who were the three principal sovereigns of Europe at the time of the Reformation in Germany? What were their characters respectively, and in what relation did they stand to each other?
3. Who were the Popes during the first quarter of the sixteenth century? Give some account of their history. Name the great commercial state of that age, and state who were is greatest merchants, writers, and artists?

Section 3.

1. Give some account of one of the following reformers:—
(*a*) Zuinglius; (*b*) Farel; (*c*) Calvin.
2. What were indulgences? Give some account of the measures taken by Tezel to promote the sale of indulgences in Germany, and their results.
3. What means were taken by the Pope to silence Luther? Who were his chief antagonists? Give some account of his appearance at the Diet of Worms. What testimony does his early life afford to the existence of piety and learning among the monastic orders in Germany?

Section 4.

1. What, before the reign of Henry VIII., had been the chief grounds of collision between the the Popes and the Sovereigns of England? What were the objects of the statutes of *Provisors* and of *Præmunire?*
2. What measures were taken for the suppression of Wickliffe's translation of the Scriptures? Give some account of the history of the Lollards in the reigns of Henry IV. and Henry VII.
3. What general councils were held in the fifteenth and sixteenth centuries, and under what circumstances?

Section 5.

1. Give some account of one of the following persons:—
(*a*) Sir T. More; (*b*) Tyndal; (*c*) Latimer.
2. Give some account of the books issued by authority in the reign of Henry VIII. By whose authority were they issued? What three great principles of the English Reformation were established in that reign?
3. What bishops of Henry the Eighth's reign were on the side of the Reformation; and what on the side of the Pope? How did Cranmer act in regard to the Six Articles? What did he advise in regard to the revenues of the monasteries?

Section 6.

1. How long did the reign of Edward VI. last? What were the first acts of his reign in favour of the Reformation?
2. Give some account of the history of the Liturgy in the reign of Edward VI. What controversy was raised by Hooper, and with what results?
3. Give some account of the history of Cranmer during the reign of Mary.

3. Decline through all cases, of both numbers,—
passus (*gen.* passûs). mensis (*gen.* mensis). latus (*gen.* lateris).
4. Decline (case, gender, number) the following adjectives—
curvus. sacer. fortis. ferox.

Section 2.

1. Decline the personal pronoun *tu* and the relative pronoun *qui*.
2. Give the *possessive* forms of—
ego. tu. ille. nos. vos.
Point out the difference of concord in the following Latin and English versions—

He cut off *his own* feet,	She cut off *her own* feet,
Ipse *suos* pedes sibi abscidit.	Ipsa *suos* pedes sibi abscidit.

They cut off *their own* feet.
Turn this last line into Latin in further illustration of your answer.
3. What is the difference between *declension* and *conjugation* as applied to Latin verbs? Illustrate each part of your answer by examples.
4. What are the concords between Noun and Verb? Pronoun and Verb? Noun and Adjective? Give an example of each.

Section 3.

1. Give the following tenses, at length, from the verb Possum—
The present indicative. The future indicative.
The perfect indicative. The pluperfect subjunctive.
2. Compare the Latin with the English language as regards the employment of *auxiliary* verbs. Give examples throughout your answer.
3. Render into Latin the following expressions—

I shall love.	To have advised.
I shall have heard.	Ye may have been.
I may have been advised.	(Worthy, or in order,) to be loved.
By ruling.	They would be ruled.

Section 4.

1. Name the *undeclinable* parts of speech in Latin. Which of these words, though undeclined themselves, may affect the declension of other words? Give instances in each case.
2. Examine the correctness, or otherwise, of the following expressions—
ante domino. apud urbem. sine matrem. juxta patrem.
cum fratre. post sororem. pro patriam. trans monte.
Is the government of one case rather than another by prepositions entirely conventional, or is it capable of being accounted for by any general difference of meaning?
3. To what extent will the *meaning* of Latin words guide you to the *gender* of them? Why is not this rule sufficient? What other rules have you got to supply its failure?
4. Give the gender and genitive case singular of the following nouns—
Mars. October. Britannia. Argentum. sedes. virtus. sanguis.
opus. rus.

Section 5.

1. Give the—
2nd person, present indicative; 1st person, perfect indicative; infinitive mood; gerunds; participles active; participles passive;
of each of the following verbs—
specto. scribo. traho. peto. capio. trado. deleo. frango.
intelligo.
2. Translate the following sentence into English *literally*—
Vera autem et sapiens animi magnitudo principem se esse mavult quàm

videri. Etenim, qui ex errore imperitæ multitudinis pendet, hic in magnis viris non est habendus.

Parse every word as far as the first full stop. Prove, from this passage, the rule for concord between relative and antecedent.

MUSIC.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Division I.

Section 1.

1. If Music were more generally cultivated in our public schools, what effect would it have on the general progress of our pupils?

Section 2.

1. What do we employ in order to represent to the *eye* the different pitch of the musical notes?

2. What is an interval, and what is the distinguishing interval between the major and minor modes?

3. Which major key has 4 sharps, and which minor key 4 flats? What is the relative major key to D minor?

Section 3.

1. Write the common chords of C, G, and F, major and minor, with their inversions.

2. Why and how are consecutive fifths and octaves to be avoided?

3. What is meant by modulation? What rule or rules would you lay down as a guide in modulation? (1) Starting from a major key, and in a short piece—"a song or a tune"—what is the usual course observed in composition? Give an example. (2) Starting from a minor key, and in a piece of small dimensions, what is the usual course? Give an example.

Division II.

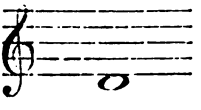
1. Classify the various voices, male and female.

2. Draw a diagram showing the lines taken from the full stave of eleven lines to form the particular staves for separate voices.

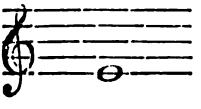
3. Write any *two* of the following exercises—

1. Write the middle note C in the four clefs.

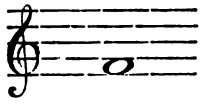
2. Write the lower treble D for the three other parts.



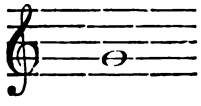
3. Write the lower treble E for the three other parts.



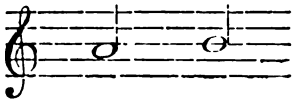
4. Write the lower treble F for the three other parts.



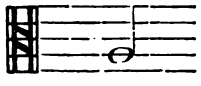
5. Write the lower treble G for the alto and the tenor.



6. Write the treble notes A and B as they should appear in the alto part.



7. Write the lower alto A with the signature of the bass clef.

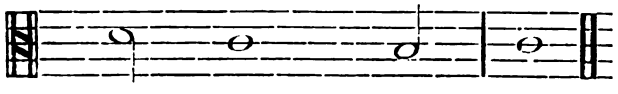


4. Write these passages in the three other clefs.

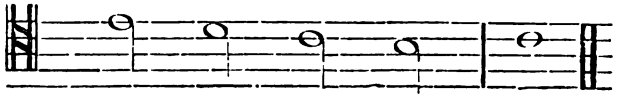
1.

2.

3.



4.

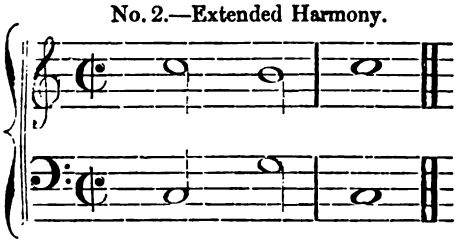


5. Show on the following stave the alterations between the dominant 7th in its four positions, and the tonic.

6. Give the chords of No. 1, compressed harmony in extended harmony in No. 2, and show the practical advantage resulting from a simple extension of the chords.

No. 1.—Compressed Harmony.

No. 2.—Extended Harmony.



7. Transpose the bass and melody of the following chant into the major keys of F natural and D; and form in each the two inner parts from the figured bass.

EUCLID.

(Three Hours allowed for this Paper).

Books I. to IV.

Section 1.

1. Upon the same base and upon the same side of it there cannot be two triangles which have their two sides terminated at one extremity of the base equal to one another, and likewise those which are terminated at the other.

2. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one of them, greater than the angle contained by the two sides equal to them of the other, the base of that which has the greater angle shall be greater than the base of the other.

3. To a given straight line to apply a parallelogram which shall be equal to a given triangle, and have one of its angles equal to a given rectilineal angle.

Section 2.

1. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the two parts.

2. If a straight line be divided into two equal and also into two unequal parts; the squares of the two unequal parts are together double of the square of half the line, and of the square of the line between the points of section.

3. To describe a square that shall be equal to a given rectilineal figure.

Section 3.

1. If any two points be taken in the circumference of a circle, the straight line which joins them shall fall within the circle.

2. The diameter is the greatest straight line in a circle; and of all others that which is nearer to the centre is always greater than the one more remote: and the greater is nearer to the centre than the less.

3. If from any point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it; the rectangle contained by the whole line which cuts the circle and the part of it without the circle, shall be equal to the square of the line which touches it.

Section 4.

1. About a circle to describe a triangular equiangular to a given triangle.

2. To describe an isosceles triangle, having each of the angles at the base double of the third angle.

3. To inscribe an equilateral and equiangular pentagon in a given circle.

MECHANICS.

(Three Hours allowed for this Paper.)

Section 1.

1. Define the unit of work, and prove that if a pressure of 5 lbs. be exerted through 7 feet, the number of units of work done is represented by 7×5.

2. State the principle of the parallelogram of pressures, and describe fully an experiment by which it may be proved.

3. Prove that in a straight lever the power and weight are inversely as their distances from the fulcrum.

Section 2.

1. What is the strength of a wire, $\frac{1}{8}$ inch in diameter, of iron which will bear 25 tons per square inch?

2. A train weighing 50 tons travels on a railway at the rate of 20 miles an hour, the resistances of friction and the air being estimated at 8 lbs. per ton; at what horse-power does the engine work?

3. The piston of a steam-engine is 36 inches in diameter, the length of the stroke is 6 feet, and it makes 6 strokes per minute; under what effective pressure per square inch must it work in order to yield 75 horse-power at the piston?

Section 3.

1. A bar of iron 15 feet long, and supported at its extremities, has 3 cwt. suspended from a point distant 6 inches from one point of support, what is the pressure on the other point of support, first when the weight of the bar is neglected, and secondly, when 15 lb. is allowed per foot for the weight of the bar?

2. Exhibit, by means of diagram, any useful combination of three pullies, and determine the relation between the power and weight in that combination.

3. A weight is suspended from a given point in a cord whose extremities are fixed to any two given points; show how the tensions on the two parts of the cord may be determined by means of a scale and compasses.

Section 4.

Describe fully one of the following machines, illustrating your description by a diagram.

1. A thrashing machine. 2. A gas meter.

Section 5.

Describe one of the following machines, illustrating your description by a diagram.

1. A flour mill. 2. An organ.

ALGEBRA.

(Three Hours allowed for this Paper.)

Section 1.

1. From $2a + b(2x - c)$ take $3bc - a + 5bx$.

2. Divide $a^3 - 3a^2x - 3ax^2 + x^3$ by $a + x$.

3. Show that if $-b$ be subtracted from a the remainder is $a + b$; and that if $-a$ be multiplied by $-b$ the product is $+ab$.

Section 2.

1. Multiply $4a^2 - 6a + 9$ by $2a + 3$.

2. Show that $a^m \times a^n = a^{m+n}$ and $a^m \div a^n = a^{m-n}$; and divide $a^{2m} - 3a^m c^n + 2c^{2n}$ by $a^m - c^n$.

3. Divide $\frac{x^4}{3} - \frac{11x^3}{12} + \frac{41x^2}{8} - \frac{23x}{4} + 6$, by $\frac{2x^2}{3} - \frac{5x}{6} + 1$.

Section 3.

1. Reduce to its simplest form—

$$\frac{a}{a+x} + \frac{x}{a-x} + \frac{a^2+x^2}{a^2-x^2}.$$

2. Show that $\sqrt{24} + \sqrt{54} - \sqrt{6} = 4\sqrt{6}$, and extract the square root of $4x^4 - 12x^3 + 25x^2 - 24x + 16$; proving the principal steps of the process.

3. Prove the rule for finding the greatest common measure, and find the greatest common measure of

$$6x^5 - 4x^4 - 11x^3 - 3x^2 - 3x - 1, \text{ and}$$
$$4x^4 + 2x^3 - 18x^2 + 3x - 5.$$

Section 4.

1. Solve the equations—

(*a*) $1\frac{1}{2} - \frac{2x}{3} = \frac{1}{4} + \frac{x}{2}$

(*b*) $\frac{x+5}{4} + \frac{x+4}{5} - \frac{x+13}{8} = 3\frac{1}{20}$.

2. (*a*) $\frac{ace}{b} - \frac{(a+b)^2x}{a} - bx = ae - 3bx.$

(*b*) $a + x + \sqrt{a^2 + bx + x^2} = b.$

3. (*a*) $\sqrt{(1+a)^2 + (1-a)x} + \sqrt{(1-a)^2 + (1+a)x} = 2a.$

(*b*) $\frac{xy}{2y+3x} = 1,\ \frac{yz}{2z+3y} = 2,\ \frac{xz}{2x+3z} = 3.$

Section 5.

1. Find two consecutive numbers such that the half and the fifth parts of the first taken together shall be equal to the third and fourth parts of the second taken together.

2. What two numbers are those whose sum is 40 and the sum of their cubes 19000?

3. If 18 oxen, in five weeks, eat 6 acres of grass, and 45 oxen eat 21 acres in nine weeks, the grass growing uniformly; how many weeks' food for an ox were there on each acre before they began to feed, and how many grew on an acre per week?

Section 6.

1. There are three schools, boys', girls', and infants', containing together 266 children. There are four times as many in the infants' school and twice as many in the girls' as there are in the boys'. How many are there in each?

2. A square room requires 576 superficial feet of paper to cover its walls; but if it were 3 feet higher this quantity of paper would only cover three of its walls. What are its dimensions?

N.B.—Windows, doors, &c. are to be neglected in the calculation.

3. A book is published at a cost of 5*s.* per copy and sold at 10*s.* per copy. Now if it had been sold at 6*s.* 8*d.* per copy the annual sale would have been 200 copies more, the edition would have been sold off two years sooner, and it would have begun to pay profit one year later. How many copies were published and what was the annual sale?

N.B.—The interest of money is to be neglected in the calculation.

WELSH.

(Three Hours allowed for this Paper.)

1. Translate into English *one* of the two following passages:—

Fy mol, fy mol; gofidus wyf o barwydenau fy nghalon; mae fy nghalon yn terfysgu ynof; ni allaf dewi, am i ti glywed sain yr udgorn, O fy enaid, a gwaedd rhyfel. Dinystr ar ddinystr a gyhoeddwyd; canys yr holl dir a anrheithiwyd; yn ddisymmwth y distrywiwyd fy lluestai i, a'm cortenni yn ddiattreg.

Hai! lleisiwch yr udgyrn ar goppa bryn Sion;
Dadgenwch gân molawd, chwi fedrus gantorion,
I'n Blaenor cadarnaf, a hollol orchfygodd
Dywysog yr Awyr, a'i aml fyddinoedd.
Daeth heddyw o'r frwydr, âi ddillad yn gochion;
A'i gleddyf yn llifo gan waed ei elynion;

A llefodd "Efengyl, sef rhyddid trag'wyddol,
Iwch feibion caethiwed, mewn teyrnas ddymunol,
Ennillais i heddyw, 'r ol ymdrech anhydyn,
A'r dieflig ormesdeyrn, oedd beunydd eich gelyn."

2. Parse fully, in English, the *first two* lines of whichever of the above passages you have translated; and explain the literal mutations of the whole passage.

3. Translate into Welsh *one* of the two following passages:—

Come let us walk abroad and see the wonderful works of God. Let us behold the earth, the sky, the sea, the animals, the birds, the fishes, and the plants. Do they not all bear witness to the goodness of our Creator? Do they not all show his handiwork, and his providence? Examine them well, O man; try to understand them; and be thankful!

He was a young man, born in a humble position, who, thanks to the institutions of his country, had been able to gain a slight amount of general knowledge. He was placed in a situation, fairly remunerated, which tended to separate him from his fellow-parishioners. Such a rapid rise completely turned his head; he gave himself airs, disdained his equals, became insolent to his employers, aspired to an higher occupation, and, like the frog in the fable, thought that by puffing himself up, he should become as big as an ox.

4. Explain fully the construction of the following phrases:—

Bod eisiau arno sydd eglur.
Nid yw hyd yn nod y cyfoethogion heb drallod.
Yr hon yr oedd ei brawd yn glâf.

MALE STUDENTS (*continued*).—SECOND YEAR.

I. THE ACTS OF THE APOSTLES.
II. THE EPISTLE TO THE GALATIANS.

(Three Hours allowed for this Paper.)

Section 1.

On what occasions was St. Peter cast into prison at Jerusalem, and under what circumstances was he set free? In what words did he address the council on his second appearance before them?

2. Describe geographically the countries from which those persons came who heard the Apostles preach on the day of Pentecost.

3. "And all that believed had all things common" (Acts ii. 44). In what sense are the words "had all things common," to be received? Give Scriptural grounds for your answer to this question.

Section 2.

1. Relate, shortly, the history of the Church, between the conversion of St. Paul and the departure of Barnabas from Antioch to Tarsus to seek Saul (Acts xi. 25).

2. Give some account of the chronology of the Acts of the Apostles.

3. Have you any observations to make on the following passages?—

"Which was with the deputy of the country Sergius Paulus" (Acts xiii. 7).

"Philippi which is the chief of that part of Macedonia and a colony" (Acts xvi. 14).

"For as I passed by and beheld your devotions I found an altar with this inscription, TO THE UNKNOWN GOD" (Acts xvii. 23).

Section 4.

1. Solve the equations—

(*a*) $1\frac{1}{2} - \frac{2x}{3} = \frac{1}{4} + \frac{x}{2}$

(*b*) $\frac{x+5}{4} + \frac{x+4}{5} - \frac{x+13}{8} = 3\frac{1}{10}$.

2. (*a*) $\frac{ace}{b} - \frac{(a+b)^2x}{a} - bx = ae - 3bx.$

(*b*) $a + x + \sqrt{a^2 + bx + x^2} = b.$

3. (*a*) $\sqrt{(1+a)^2 + (1-a)x} + \sqrt{(1-a)^2 + (1+a)x} = 2a.$

(*b*) $\frac{xy}{2y+3x} = 1, \frac{yz}{2z+3y} = 2, \frac{xz}{2x+3z} = 3.$

Section 5.

1. Find two consecutive numbers such that the half and the fifth parts of the first taken together shall be equal to the third and fourth parts of the second taken together.

2. What two numbers are those whose sum is 40 and the sum of their cubes 19000?

3. If 18 oxen, in five weeks, eat 6 acres of grass, and 45 oxen eat 21 acres in nine weeks, the grass growing uniformly; how many weeks' food for an ox were there on each acre before they began to feed, and how many grew on an acre per week?

Section 6.

1. There are three schools, boys', girls', and infants', containing together 266 children. There are four times as many in the infants' school and twice as many in the girls' as there are in the boys'. How many are there in each?

2. A square room requires 576 superficial feet of paper to cover its walls; but if it were 3 feet higher this quantity of paper would only cover three of its walls. What are its dimensions?

N.B.—Windows, doors, &c. are to be neglected in the calculation.

3. A book is published at a cost of 5*s.* per copy and sold at 10*s.* per copy. Now if it had been sold at 6*s.* 8*d.* per copy the annual sale would have been 200 copies more, the edition would have been sold off two years sooner, and it would have begun to pay profit one year later. How many copies were published and what was the annual sale?

N.B.—The interest of money is to be neglected in the calculation.

WELSH.

(Three Hours allowed for this Paper.)

1. Translate into English *one* of the two following passages:—

Fy mol, fy mol; gofidus wyf o barwydenau fy nghalon; mae fy nghalon yn terfysgu ynof; ni allaf dewi, am i ti glywed sain yr udgorn, O fy enaid, a gwaedd rhyfel. Dinystr ar ddinystr a gyhoeddwyd; canys yr holl dir a anrheithiwyd; yn ddisymmwth y distrywiwyd fy lluestai i, a'm cortenni yn ddiattreg.

Hai! lleisiwch yr udgyrn ar goppa bryn Sion;
Dadgenwch gân molawd, chwi fedrus gantorion,
I'n Blaenor cadarnaf, a hollol orchfygodd
Dywysog yr Awyr, a'i aml fyddinoedd.
Daeth heddyw o'r frwydr, âi ddillad yn gochion;
A'i gleddyf yn llifo gan waed ei elynion;

A llefodd "Efengyl, sef rhyddid trag'wyddol,
Iwch feibion caethiwed, mewn teyrnas ddymunol,
Ennillais i heddyw, 'r ol ymdrech anhydyn,
A'r dieflig ormesdeyrn, oedd beunydd eich gelyn."

2. Parse fully, in English, the *first two* lines of whichever of the above passages you have translated; and explain the literal mutations of the whole passage.

3. Translate into Welsh *one* of the two following passages:—

Come let us walk abroad and see the wonderful works of God. Let us behold the earth, the sky, the sea, the animals, the birds, the fishes, and the plants. Do they not all bear witness to the goodness of our Creator? Do they not all show his handiwork, and his providence? Examine them well, O man; try to understand them; and be thankful!

He was a young man, born in a humble position, who, thanks to the institutions of his country, had been able to gain a slight amount of general knowledge. He was placed in a situation, fairly remunerated, which tended to separate him from his fellow-parishioners. Such a rapid rise completely turned his head; he gave himself airs, disdained his equals, became insolent to his employers, aspired to an higher occupation, and, like the frog in the fable, thought that by puffing himself up, he should become as big as an ox.

4. Explain fully the construction of the following phrases:—

Bod eisiau arno sydd eglur.
Nid yw hyd yn nod y cyfoethogion heb drallod.
Yr hon yr oedd ei brawd yn glâf.

MALE STUDENTS (*continued*).—SECOND YEAR.

I. THE ACTS OF THE APOSTLES.
II. THE EPISTLE TO THE GALATIANS.

(Three Hours allowed for this Paper.)

Section 1.

On what occasions was St. Peter cast into prison at Jerusalem, and under what circumstances was he set free? In what words did he address the council on his second appearance before them?

2. Describe geographically the countries from which those persons came who heard the Apostles preach on the day of Pentecost.

3. "And all that believed had all things common" (Acts ii. 44). In what sense are the words "had all things common," to be received? Give Scriptural grounds for your answer to this question.

Section 2.

1. Relate, shortly, the history of the Church, between the conversion of St. Paul and the departure of Barnabas from Antioch to Tarsus to seek Saul (Acts xi. 25).

2. Give some account of the chronology of the Acts of the Apostles.

3. Have you any observations to make on the following passages?—

"Which was with the deputy of the country Sergius Paulus" (Acts xiii. 7).

"Philippi which is the chief of that part of Macedonia and a colony" (Acts xvi. 14).

"For as I passed by and beheld your devotions I found an altar with this inscription, TO THE UNKNOWN GOD" (Acts xvii. 23).

Section 3.

1. What is recorded of St. Paul's last visit to Jerusalem?
2. What probable account may be given of St. Paul's labours during his confinement at Rome, and after his release?
3. What is known of the following persons mentioned in the Acts of the Apostles?

Apollos, Titus, Erastus, Aristarchus, Tychicus, Trophimus, Gallio, the high priest Ananias (Acts xxiii. 2), Herod the king (Acts xii. 1), King Agrippa (Acts xxv. 13).

Section 4.

1. Describe Galatia geographically, and give some account of its history.
2. What is recorded in the Acts of the Apostles, concerning St. Paul's visit to Galatia?
3. "I marvel that ye are *so soon* removed from him that called you" (Gal. i. 6). To what period does the expression "so soon" probably refer Assign reasons for the answer you give to this question.

Section 5.

1. What difference is observable in respect to the authority with which St. Paul addresses the Galatians and the Romans? How do you account for the difference?
2. St. Paul does not in the Epistle to the Galatians lay down the doctrine of the Gospel *at large* as he does in that to the Romans. Assign a reason for this.
3. The church of the Galatians included *Jews* and Jewish *proselytes*. How does this appear from the Epistle?

Section 6.

1. "When the brethren knew, they brought him down to Cæsarea and sent him forth to Tarsus a city of Cilicia" (Acts x. 30). What passage in the Epistle to the Galatians refers to this journey, and what argument may thence be derived for thinking that the journey in question was made by land?
2. "And I, brethren, if I yet preach circumcision, why do I yet suffer persecution? Then is the offence of the cross ceased" (Gal. v. 11.) Explain this passage and illustrate it by passages from the Acts of the Apostles.
3. "Then after three years I went up to Jerusalem to see Peter and abode with him fifteen days" (Gal. i. 18.) Prove from the Acts of the Apostles that St. Paul abode but a *short time* at Jerusalem on this visit, and show how he was employed.

Section 7.

1. Explain the following passages:—

"Brethren, if any man be taken in a fault, ye which are spiritual restore such an one, in the spirit of meekness, considering thyself lest thou also be tempted" (Gal. v. 1).

"Brethren I beseech you be as I am; for I am as ye are: ye have not injured me at all" (Gal. iv. 12).

2. Explain the following passage:—"Having begun in the spirit are ye now made perfect by the flesh?" (Gal. iii. 3). In what sense are the words spirit and flesh used in this Epistle?
3. What reason is to be assigned for the use of the following words by St. Paul in the commencement of his Epistle?—"Paul an Apostle, *not of man* neither *by man*" (Gal. i. 1). Give other passages in which he asserts his apostleship to have been derived immediately from Christ. From what other Apostle was he distinguished in this respect?

ECCLESIASTICAL HISTORY.

(Three Hours allowed for this Paper.)

1. The 15th and the first half of the 16th centuries.
2. The Reformation in England.

Section 1.

1. Give some particulars of the life of one of the following persons:—
(*a*) Wickliffe; (*b*) Huss; (*c*) Erasmus.
2. Give some account of those communities of Christians who, before the Reformation, repudiated fundamental doctrines of the Church of Rome.
3. What circumstances in the political state of Europe, and in the progress of knowledge and the arts of civilization, towards the close of the fifteenth and the beginning of the sixteenth centuries, favoured the Reformation, and in what way?

Section 2.

1. Give some account of the early life of Martin Luther.
2. Who were the three principal sovereigns of Europe at the time of the Reformation in Germany? What were their characters respectively, and in what relation did they stand to each other?
3. Who were the Popes during the first quarter of the sixteenth century? Give some account of their history. Name the great commercial state of that age, and state who were is greatest merchants, writers, and artists?

Section 3.

1. Give some account of one of the following reformers:—
(*a*) Zuinglius; (*b*) Farel; (*c*) Calvin.
2. What were indulgences? Give some account of the measures taken by Tezel to promote the sale of indulgences in Germany, and their results.
3. What means were taken by the Pope to silence Luther? Who were his chief antagonists? Give some account of his appearance at the Diet of Worms. What testimony does his early life afford to the existence of piety and learning among the monastic orders in Germany?

Section 4.

1. What, before the reign of Henry VIII., had been the chief grounds of collision between the the Popes and the Sovereigns of England? What were the objects of the statutes of *Provisors* and of *Præmunire?*
2. What measures were taken for the suppression of Wickliffe's translation of the Scriptures? Give some account of the history of the Lollards in the reigns of Henry IV. and Henry VII.
3. What general councils were held in the fifteenth and sixteenth centuries, and under what circumstances?

Section 5.

1. Give some account of one of the following persons:—
(*a*) Sir T. More; (*b*) Tyndal; (*c*) Latimer.
2. Give some account of the books issued by authority in the reign of Henry VIII. By whose authority were they issued? What three great principles of the English Reformation were established in that reign?
3. What bishops of Henry the Eighth's reign were on the side of the Reformation; and what on the side of the Pope? How did Cranmer act in regard to the Six Articles? What did he advise in regard to the revenues of the monasteries?

Section 6.

1. How long did the reign of Edward VI. last? What were the first acts of his reign in favour of the Reformation?
2. Give some account of the history of the Liturgy in the reign of Edward VI. What controversy was raised by Hooper, and with what results?
3. Give some account of the history of Cranmer during the reign of Mary.

LOGARITHMIC ARITHMETIC.

(Two Hours allowed for this Paper.)

Section 1.

1. Define a logarithm; and show that the logarithm of the product of two numbers is equal to the sum of their logarithms; and the logarithm of their quotient, to the difference of their logarithms.

2. Show that the integral portion or index of the logarithm of an integral number is equal to one less than its number of integers.

3. One person out of 46 is said to die every year in England, and one out of 34 to be born; if there were no emigration, in how many years would the population double itself?

Section 2.

1. Find the value of

$$\frac{(1{\cdot}0365)^{3} \times (59{\cdot}4283)^{\frac{1}{3}}}{(6{\cdot}9243)^{2}}$$

2. Find the value of

$$\frac{\sqrt{0{\cdot}006453} \times \sqrt[5]{(0{\cdot}05943)^{2}}}{({\cdot}000059)^{3}}$$

3. Given $2^{x} + 35 \times 2^{-x} = 12$, find the value of x.

Section 3.

1. What will a capital of 120*l.* amount to in 10 years at 6 per cent. per annum compound interest?

2. In how many years will 1*l.* become 2*l.* at 4 per cent. per annum compound interest?

3. What is the present value of an annuity of 20*l.* to continue 40 years, reckoning interest at the rate of 6 per cent. per annum?

HISTORY OF ENGLAND.

(Three Hours allowed for this Paper.)

The constitutional History of England.
The history of manners and customs in England.

Section 1.

What particulars can you give of the manners and customs of the people in England in one of the following periods?

1. The Anglo-Saxon period.
2. From the reign of Henry IV. to that of Richard III.
3. The reigns of Charles II. and James II.

Section 2.

What account can you give of the condition of the people as regards their habitations, their clothing, and the relation of the employers to the employed, in one of the following periods:—

1. The Norman Conquest to the death of King John.
2. The reign of James II. and Charles II.
3. From the accession of George III. to the commencement of the present century.

Section 3.

What general account can you give of the progress of arts and manufactures, and of the state of national industry and commerce, in one of the following periods?—

1. From the revolution of 1688 to the accession of George III.

2. The period from the accession of George III. to the commencement of the present century.

3. The present century.

Section 4.

1. Into what six periods does Blackstone divide the history of the laws of England.

2. What great department of law does he state to be of Anglo-Saxon parentage? What principal changes in the law were introduced at the Norman conquest? Of what classes of persons did the nation then consist? In what terms does Blackstone describe the violence and oppression of that period? In what respects were these mitigated in the reign of Henry I.

3. Mention some of the chief of our liberties established by Magna Charta. In what respects were these violated by the Tudors and the Stuarts? What circumstances favoured the encroachments of power under the Tudors? What does Blackstone say of the reign of James I?

Section 5.

1. Under what circumstance were knights of the shire first called to Parliament? How were they elected? When did the two Houses begin to sit separately?

2. Give some account of the Petition of Right, the Habeas Corpus Act, the Bill of Rights, and the Act of Settlement.

3. What is the right of the House of Commons in regard to taxes; on what constitutional principle is it founded? What is the method of bringing a Private Bill into the House of Commons; and what is that of bringing in a Public Bill? What is done at the first, and what is done at the second reading? What is a Committee of the whole House?

Section 6.

1. How did the feudal system originate? What were the qualifications of knighthood in feudal times?

2. Give some account of the conditions under which the barons held lands of the crown, and particularly of the money payments to which they were subject.

3. What was Doomsday Book? What was the distinction between free soccagers and villeins? Give some account of the condition of the latter. What causes led to their emancipation?

HIGHER MATHEMATICS.—No. I.

(Three Hours allowed for this Paper.)

Section 1.

1. If the angle of a triangle be bisected by a straight line, which also cuts the base; the segments of the base shall have the same ratio which the other sides of the triangle have.

2. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportionals, the triangles shall be equiangular, and shall have those angles equal which are opposite to the homologous sides.

3. If four straight lines be proportionals, the rectangle contained by the extremes is equal to the rectangle contained by the means, and conversely.

Section 2.

1. To describe a rectilineal figure which shall be similar to one, and equal to another, given rectilineal figure.

2. To cut a given straight line in extreme and mean ratio.

3. If an angle of a triangle be bisected by a straight line which likewise cuts the base, the rectangle contained by the sides of the triangle is equal to

the rectangle contained by the segments of the base, together with the square of the straight line which bisects the angle.

Section 3.

1. Show that equal triangles on equal bases have equal altitudes, whether they be situated on the same or on opposite sides of the same straight line.
2. Divide a given straight line into two parts such that the squares of the whole and of one of the parts shall be equal to twice the square of the other part.
3. From a given point without a circle, at a distance from the circumference of the circle not greater than its diameter, draw a straight line to the concave circumference which shall be bisected by the convex circumference.

Section 4.

1. Describe a levelling instrument. Explain the method of using it for determining the difference of level of two distant objects, and give an example of a level book, making the calculations indicated by it.
2. Prove the formula for determining the area of a triangle in terms of the sides.
3. There is a rectangular plot of land of two different qualities, one portion of it being £m, and the other £n per acre; the boundary of the two is a straight line whose intersections with the side and one end of the rectangle are at the same distance a from one of its angles. A portion of this land, of a given value £c, is to be cut off by means of a straight fence parallel to the end of the rectangle whose length is b. Where must this fence be drawn?

Section 5.

1. Describe and explain the use of
   (a) The Vernier scale. (b) The prismatic compass.
2. Give an example of a field book, lay down the corresponding field, and calculate its area.
3. Prove Thomas Simpson's rule for determining an area bounded by a curved line.

Section 6.

1. Given the meridian altitude of a heavenly body whose declination is known; show how the latitude of the place of observation may be found.
2. Given the mean time at any place, and also the Greenwich time; explain fully how the longitude of that place may be found.
3. There are two points A and B, situated due north and south, $2l$ feet from one another; and there is a third point C, half way between them. Supposing l to be exceedingly small as compared with the radius of the earth, determine how much less a distance A is carried round in an hour by the rotation of the earth than C, and how much greater B. Apply the resulting formula to explain Foucault's Pendulum experiment.

HIGHER MATHEMATICS.—No. II.

(Three hours allowed for this Paper.)

Section 1.

1. Show that $\frac{a}{b^2} + \frac{b}{a^2}$ is greater than $\frac{1}{a} + \frac{1}{b}$
2. Find the series in arithmetical progression of which 2 and 10 are the 4th and 7th terms.
3. Investigate expressions for the number of permutations of n things taken r together: and of n things taken altogether *when the quantities recur*, and calculate the number of permutations that can be made with the letters taken all together of the word *characteristic*.

Section 2.

1. Prove the binomial theorem in the case in which the index is a positive integer.

2. Show that a number and the sum of its digits leave the same remainder when divided by 9.

3. Show that converging fractions are alternately too great and too little; deduce the law by which any continued fraction may be converted into a series of converging fractions, and show that the difference between any two consecutive convergents has ± 1 for it numerator.

Section 3.

1. Show by the method of indeterminate coefficients that—

$$\frac{x+1}{x(x-2)} = \frac{3}{2(x-2)} - \frac{1}{2x}$$

2. Given $\left.\begin{aligned} 6x + 7y + 4z &= 122 \\ 11x + 8y - 6z &= 145 \end{aligned}\right\}$
find x, y, z.

3. Solve the equations

$$\left.\begin{aligned} x^2y^2 - y - x^2y &= 744 \\ x^2y + y - xy &= 126 \end{aligned}\right\}$$

$$\left.\begin{aligned} xy^3 + x^2y &= 42500 \\ x^4 + y^4 &= 160625 \end{aligned}\right\}$$

Section 4.

1. If an event may happen in a ways, and fail in b ways, determine the chance of its happening or failing; and apply it to determine the probability of a person's death in his 23rd year; the number of persons out of 586 of the age of 22 who attain their 23rd year being 579.

2. A sum of money £ a is to be raised in n years by the investment of £ b at £ r per £1 compound interest for a certain portion of the term, and of £ c, at the same rate of interest, for the rest of the term. At what period of the term must the £ c be substituted for the £ b?

3. The toll of a bridge is one penny; it is proposed when the decimal coinage shall be introduced to fix the toll at 5 mils for a part of the n years which the lease will have to run, and at 4 mils for the rest of the term. How long should 5 mils be paid that its excess over the penny toll may compensate for the deficiency of the 4 mils; compound interest being allowed at £ r per £1 per annum?

Section 5.

1. Show by means of a diagram under what circumstances the sine, cosine, and tangent of an angle become negative quantities; and prove that sin. $(A \pm B) = \sin. A \cos. B \pm \cos. A \sin. B$.

2. Having given sin. $18^\circ = \frac{1}{4}(\sqrt{5} - 1)$ and sin. $30^\circ = \frac{1}{2}$, find sine 48° and sine 12°.

3. Prove that $\dfrac{2 \sin. A - \sin. 2A}{2 \sin. A + \sin. 2A} = \tan^2 \dfrac{A}{2}$

Section 6.

1. Having given three sides of a plane triangle, show either angle may be determined.

2. Having given two sides of a plane triangle, and the angle they contain, show how either of the other angles may be determined.

3. Standing on a line of railway I can see each of two distant objects, but if I move either way along the line I lose sight of one of them. By what observations and calculations may I determine the distance of those objects from one another?

PHYSICAL SCIENCE.

(Three Hours allowed for this Paper.)

Section 1.

Describe fully one of the following instruments, and explain the precautions to be adopted in the use of it. Illustrate your description by a diagram,

1. The air-pump. 2. The electrifying machine. 3. The galvanic battery.

Section 2.

1. Describe the thermometer and explain the two principal graduations of that instrument.

2. Describe the hydrometer and show how it may be graduated.

3. Explain why it is that an object appears magnified when seen through a lens. Describe the construction of the astronomical telescope, and show how its magnifying power may be determined.

Section 3.

1. Explain what is meant by specific gravity. Describe a method of determining the specific gravity of a solid, and give an example illustrative of it. What is the weight of a cubic foot of iron whose specific gravity is 6·953.

2. By what three methods may heat be transferred from one portion of matter to another? Describe experiments illustrative of these three forms of the propagation of heat.

3. Explain what is meant by latent heat; and give experiments illustrative of the disappearance of heat in the conversion of solids into liquids, and of liquids into vapours; and conversely.

Section 4.

Describe the laws of equivalent proportions by a series of compounds in one of the following substances:—

1. Nitrogen. 2. Sulphur. 3. Iron.

Section 5.

Describe a process by which one of the following Chemical substances may be disengaged, and explain by a diagram or by a chemical equation the changes which take place in the act of disengaging it.

1. Hydrogen. 2. Nitric acid. 3. Phosphorus.

Section 6.

Describe experiments illustrative of the chemical properties of one of the following substances:—

1. Oxygen. 2. Carbonic acid. 3. Chlorine.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

Section 1.

1. The surface of the globe may be divided into hemispheres, of which one contains nearly all the land, and the other the greater portion of the water. Illustrate this division by a diagram.

2. All the continents rise gradually from the shores of the seas towards a line of highest elevation. What is observed generally in respect to the position of this line? How does it affect the slope of the land? Illustrate your answer by examples.

3. The continents of Asia and Europe are divided physically into a northern *and a southern region.* Contrast these regions with one another, and trace

their common boundary. Contrast the races of men who inhabit them with one another, and show in what respect history confirms this contrast.

Section 2.

1. Draw a map of the basin of one of the following rivers:—
   1. The Thames. 2. The Seine. 3. The Mississippi.
Can you give any particulars as to the dimensions of these basins, and the rain-fall upon them?

2. Give some general account of the classification of rocks, and draw an outline geological map of Great Britain.

3. (*a*) What causes the waters of equatorial and polar regions continually to intermingle, and what is the influence of this on the temperature of the earth's surface?
   (*b*) If there were no land, what would be the currents of the ocean?
   (*c*) Give examples of the influence of prevalent winds on the mean temperature, and the rain-fall of regions within and without the tropics? What seasons are the rainy seasons of the tropics, and why?

Section 3.

1. Point out analogies in the forms of the different continents.

2. Give some account of the animal kingdom in South America. Under what varieties does it represent the typical forms of other continents?

3. By what astronomical causes is the extreme summer heat of different latitudes influenced? Show that these have a tendency to counteract one another. Give examples of extreme summer heat attained in high latitudes and account for them.

Section 4.

1. What is conjectured to be the total number of the human race, and how is it distributed through the different continents of the world? Out of what number of persons does one die annually in England, and out of what number is one born?

2. The varieties of the human race have been classed as the white race, the yellow race, and the black race? What parts of the globe are inhabited by these races respectively? They have also been grouped as civilized, half-civilized, and savage; how, with reference to this division, would you place them?

3. In what countries do the following forms of religious belief respectively prevail?
Brahminism, Buddhism, Mahometanism. Give some account of one of these forms of religion.

Section 5.

1. From what countries may the principal articles sold by a grocer be supposed respectively to come, and from what ports and through what hands? Give some account of the growth and cultivation of one of them.

2. Into what six principal classes may the manufactured articles exported from Great Britain be divided: to what amounts are they annually exported, and what are the seats of their manufacture, respectively?

3. The commerce of Great Britain differs from that of other countries in this respect, that in many cases it exports to them articles in a manufactured state, which, as raw material, it has first imported from them. Give examples of this, and account for it.

Section 6.

State generally how the following astronomical truths are proved:
1. The great distance of the fixed stars as compared with the sun.
2. The nearly spherical form of the earth, and its dimensions.
3. The annual motion of the earth.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Write the first line of your first answer as a specimen of copy-setting in *large-hand*, and the first line in your second answer as a specimen of copy-setting in *small-hand*.

Section 1.

Write a theme on one of the following subjects:—

1. The example of the teacher, however good in other respects, is of little avail unless love be the chief feature in it.
2. Other things besides the gravity of the offence are to be taken into account in the punishment of a child.
3. The teacher should be what the children ought to be.

Section 2.

1. Show, by an example, how you would teach boys to write out a sum in the Rule of Three.
2. Show, by an example, how a sum in Subtraction of Decimals should be written out so as to show the reason of every step in the working of it.
3. Explain fully the method you would adopt in teaching book-keeping, and give examples of entries in the different books you would use.

Section 3.

1. By what steps may a child best be led to form for itself the idea of a country from a map?
2. The working man's geography has been described as the knowledge of things in other countries of like kind with those familiar to him in his own. Give the outline of a lesson in geography according to this idea of it.

Section 4.

1. Show, by means of a diagram, and an example, what you think the best method of using the black-board in teaching history.
2. What are the advantages of teaching history by centuries? Give the abstract of a lesson on some century of English history.
3. The working man's history has been described as "the knowledge of things in former times of like kind with those familiar to him in his own." Give the outline of an historical lesson according to this idea of it.

Section 5.

Write the abstract of a lesson on one of the following subjects:—

From the Fourth Reading Lesson Book of the Irish Commissioners, Sections 1 and 4:—

1. On the Nature and Habits of Quadrupeds.
2. On Rich and Poor. 3. On Capital.

From the Fourth Reading Lesson Book of the British and Foreign School Society:—

1. On the Crusades. 2. On Rain and Snow. 3. On Mollusca.

From M'Culloch's "Course of Reading:"—

1. On Iron. 2. On Sulphur. 3. On Nitre.

Section 6.

1. Describe a group of desks and benches.
2. Describe a gallery.
3. Describe (what has been called) the tripartite arrangement of a school.
4. Write out a few simple rules, with concise reasons for each, such as might be hung up in a school-room, about *ventilation*.

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

MILTON.

The first two sections refer to the Second Book of Milton's "Paradise Lost."

The last two to Shakspeare's play of "Julius Cæsar."

You are not at liberty to answer upon each author.

Your paper will not be read over unless it contains a paraphrase of one of the passages (including the parsing of the words in italic in the same passage).

You may take the other questions for answering at your discretion from either of the two sections, but you must *not attempt to answer more than four questions* (exclusive of the paraphrase and parsing). You are advised to confine yourself as far as possible to the questions arising upon the passage which you paraphrase.

" But I should ill *become* this throne, O Peers,
And this imperial sov'reignty, *adorn'd*
With splendor, *armed* with power, if aught *propos'd*
And *judg'd* of public moment, in the shape
Of difficulty or danger, could *deter*
Me from *attempting*. Wherefore do I assume
These royalties, and not refuse to reign,
Refusing to accept as great a share
Of hazard as of honour, *due* alike
To him who reigns, and so much to him *due*
Of hazard more, *as* he above the rest
High honour'd sits?"

1. Paraphrase this passage (*you will bear in mind that you are not asked to expand it, but to render the sense in different, though equivalent, words*).

2. Parse the words printed in italics, and fully explain the construction of each with the rest of the sentence.

3. By whom is the passage supposed to be spoken? How does it connect the preceding and subsequent parts of the book?

4. What is the difference between the indicative and subjunctive moods? Illustrate your answer from this passage.

5. What is the precise difference of meaning between "Sovereignty and Royalty?" Does your answer enable you to say whether the epithet "imperial" is idle, or has a specific force in line 2?

6. In each of the following words separate the root (by hyphens) from the other part, and state precisely the grammatical difference which that other part makes to the root:—

Splendor. Assume. Moment.

Exhibit the same roots in combination with other prefixes or terminations, and state the precise change thereby occasioned in each instance.

7. Define a pronoun. Apply your definition to the word *him* in the tenth line.

Define the objective case.

Apply your definition to the same word *him*, in the tenth line.

Section 2.

" Part in the plains, or in the air *sublime*
Upon the wing, or in swift race, *contend*,
As at th' Olympian games, or Pythian fields;
Part *curb their* fiery steeds, or shun the goal

With rapid wheels, or fronted brigades *form*.
As when, *to warn* proud cities, war appears
Wag'd in the troubled sky, and armies rush
To battle in the clouds; before each van
Prick *forth* the airy *knights*, and couch their spears
Till thickest legions *close*; with feats of arms
From *either* end of Heav'n the welkin burns."

1. Paraphrase this passage (as above).
2. Parse the words printed in italics, and fully explain the construction of each with the rest of the sentence.
3. Give so much of the argument of the book as will serve to connect this passage with the rest.
4. Divide the two first lines into subject and predicate, and distribute the accessory clauses accordingly as they belong to one or the other of those parts. Give your reasons for the analysis which you adopt.
5. "Fiery steeds." Make this epithet the text whereby to explain (as you would to pupil-teachers) the use of *metaphors* in language. Endeavour to state precisely the several steps of your explanation.
6. Exemplify from the foregoing passage,—
   (*a*) The distinctions between active verbs and neuter.
   (*b*) Adjectives proper, and participles used as adjectives.
   (*c*) Nouns which are plural in *form*, and nouns which are plural in *sense*.
   (*d*). Adverbs expressed not by one word, but by several.
7. What particulars in Classical or Jewish History may have suggested to Milton the imagery of this passage?

SHAKSPEARE.

Section 3.

C. "Let Antony and Cæsar *fall* together.
B. Our course will seem *too* bloody, *Caius Cassius*,
To cut the head off, and then *hack* the limbs;
Like *wrath* in death, and envy *afterwards*;
For Antony is *but* a limb of Cæsar.
Let *us* be *sacrificers*, *but* not butchers, Caius.
We all stand up against the spirit of Cæsar;
And in the spirit of men *there* is *no* blood:
O *that* we then could come by Cæsar's spirit,
And not *dismember* Cæsar! But alas,
Cæsar must bleed *for* it! And gentle friends,
Let's kill him boldly, but not wrathfully;
Let's carve him as a dish *fit* for the Gods,
Not *hew* him as a carcase fit for hounds."

1. Paraphrase this passage (as directed under section 1).
2. Parse the words printed in italics, and fully explain the construction of each with the rest of the sentence.
3. Analyze the second and third lines into subject and predicate.
4. "Sacrificers, but not butchers." In what subsequent lines of the passage is this same idea repeated? To what practice of ancient times does the passage allude?
5. Distinguish between the characters, as represented in his play, of
   Brutus. Cassius. Julius Cæsar. Casca.

In each instance, quote, or refer to, passages in the play which support your view.

6. Exemplify from the foregoing passage the rule that pronouns agree in number, gender, and case, with the substantives to which they refer.

In connexion with this answer, show to what extent the *inflexions* of the pronouns in English do, or do not, mark such distinctions.

In the absence of inflexions, how are we to determine the grammatical relation of words to each other?

7. "Antony is but a limb of Cæsar."

In what case is the word "Antony?" in what case "limb?" State the general rule on which your answer depends, and examine thereby the correctness, or otherwise, of the following expressions:—

All things are vanity. Godliness is great riches.

8. Distinguish exactly the meaning of those imperative moods, in the foregoing passage, which begins with the word *let*, from the meaning conveyed by the words,

"O that we then could."

Explain fully the construction of this last phrase, and show what is the peculiar force of the word *then* in it.

Section 4.

A. "This is a slight, unmeritable man,
And *though* these honours we do lay on him,
To ease ourselves of divers slanderous loads,
He shall *but* bear *them* as the ass bears gold,
To groan and sweat under the business
Either *led* or driven, as we point the way:
And, *having brought* our treasure where we will,
Then take we *down* his load, and *turn* him off,
Like to the empty ass, to shake his ears,
And *graze* in commons.
O. You *may* do your will,
But he's a tried and valiant soldier.
A. So is my horse, Octavius; and for *that*
I do appoint *him* store of provender.
It is a creature *that* I teach to fight,
To wind, to stop, to run directly on;
His corporal motions, *govern'd* by my spirit.
And in some taste is Lepidus but *so;*
He must be taught, and trained, and bid *go forth;*
A barren-spirited *fellow; one* that feeds
On objects, arts, and imitations;
Which, out of use, and *stal'd* by other men,
Begin his fashion.

1. Parse the words printed in italic, and fully explain the construction of each with the rest of the sentence.

2. Who are the speakers in this dialogue? What was the result of this advice to the giver? Quote, or refer to, passages in this, or other plays of Shakspeare, which illustrate the same person's character.

3. Select from the foregoing passage, and write out in separate columns, the verbs (with perfect tense and past participle) which are inflected by changing the radical vowel, and by adding another syllable respectively.

4. Divide the passage made up of lines 14, 15, 16, into subject and predicate, and distribute the accessory clauses accordingly as they belong to one or the other of those parts. Give your reasons for the analysis which you adopt.

5. Set out, as you would on a black-board, a table of the pronouns compounded with the word "self," showing the original force of the expression, and the reason of the inflexions.

6. Separate the root from the other parts, in the following words, and show the precise effect of each of the additions:—

Unmeritable. Slanderous. Business. Empty. Valiant. Provender. Corporal. Barren. Fashion.

LATIN POETRY.

(Three Hours allowed for this Paper.)

Translate into English, literally—

"Primus equi labor est animos atque arma videre
Bellantûm, lituosque pati; tractuque gementem
Ferre rotam, et stabulo frenos audire sonantes.
Tum magis atque magis blandis gaudere magistri
Laudibus, et plausæ sonitum cervicis amare.
Atque hæc jam primo depulsus ab ubere matris
Audiat, inque vicem det mollibus ora capistris
Invalidus, etiamque tremens, etiam inscius ævi.
At tribus exactis, ubi quarta accesserit æstas,
Carpere mox gyrum incipiat, gradibusque sonare
Compositis, sinuetque alterna volumina crurum;
Sitque laboranti similis: tum cursibus auras
Tum vocet, ac per aperta volans, ceu liber habenis,
Æquora, vix summâ vestigia ponat arenâ;
Qualis Hyperboreis Aquilo quum densus ab oris
Incubuit, Scythiæque hiemes atque arida differt
Nubila: tum segetes altæ campique natantes
Lenibus horrescunt flabris, summæque sonorem
Dant silvæ, longique urgent ad littora fluctus:
Ille volat, simul arva fugâ, simul æquora verrens."

Section 1.

1. What names have been given to the *metre* in which these lines are written? Account for each of those names.

2. What *feet* are admissible in this *metre*? Give an example of each foot from the passage. Mark the *scansion* of the first three lines, noting the *quantity* over each syllable.

3. Give as many as you can recollect of the rules for ascertaining whether a syllable is *long* or *short* in Latin.

Section 2.

1. What English metre has been employed as equivalent to the Latin metre in which the above passage is written? Give a line of that English metre. Of what sort of feet, and of how many of them, is it composed?

2. What English poets are best known as translators of Classic works? Name the works so translated, and the age in which the poets lived.

3. Can you refer to any passage in another book upon the same subject as the foregoing. Write out as much of that other passage as you can recollect.

Section 3.

1. What is meant by *blank* verse? Name English poets who have so written. How do modern times differ from ancient as regards this peculiarity? Can you account at all for the difference?

2. Explain, as you would to pupil-teachers, the fundamental distinctions between Prose and Poetry.

3. Look at lines 7 and 10. Why is the last syllable in *audiat* short, and in *incipiat* long? Can you find any other termination in the same two lines which illustrate the same rule?

Pick out lines which exemplify the elision of the final syllable when a word ends with the letter *m*.

Is the fifth foot of this metre distinguished by any peculiarity from the others?

Section 4.

1. Look at the word *est* in the first line. Write out, in a column, the several nominative cases to it.

Look at the sixth line. What are the antecedents to the pronoun *hæc*?

2. Parse (accidence and syntax) each of the following words—
   Bellantûm (line 2); stabulo (3); plausæ (5); depulsus (6); exactis (9); volumina (11); aperta (13); segetes (17).
3. Pick out from the passage—
   (*a*) Different forms of the copulative conjunction.
   (*b*) Adverb of *place* used to signify *time*.
   (*c*) Ablative case expressing the instrument (that by which something is done).
   (*d*) Same word used in different senses.

LATIN PROSE.

(Three Hours allowed for this Paper.)

Translate into English *literally*—

Multas ad res perutiles *Xenophontis* libri sunt; quos legite, quæso, studiosè, ut *facilis*. Quàm copiosè ab eo *agricultura* laudatur in eo libro qui est de *tuendâ* re familiari, qui Œconomicus inscribitur! Atque, ut *intelligatis* nihil ei tam regale videri quàm studium agri colendi, Socrates in eo libro loquitur (*is made to say in conversation*) cum Critobulo, Cyrum minorem, regem Persarum, præstantem *ingenio* atque imperii gloriâ, cùm Lysander Lacedæmonius, vir summæ *virtutis, venisset* ad eum Sardis, *eique* dona a sociis adtulisset, et cæteris in rebus communem (*civil*) erga Lysandrum atque humanum fuisse, et *ei quemdam* conseptum (*enclosed*) agrum diligenter *consitum* ostendisse: cùm autem *admiraretur* Lysander et proceritates (*height*) arborum, et directos in quincuncem ordines, et humum *subactam* atque puram, et suavitatem odorum qui afflarentur e *floribus*, Cyrum respondisse: "Atqui ego omnia ista (*neuter plural used as substantive*) sum *dimensus:* mei sunt *ordines*, mea descriptio; multæ etiam istarum arborum meâ *manu* sunt satæ."

Section 1.

Parse each of the words printed in italic, as regards both accidence and syntax.

Section 2.

1. Give the derivation of each of the following words—
   studiosè. copiosè. agricultura. familiaris. regalis. ingenium. virtus. communis. humanus. quincunx.
2. Find illustrations from the foregoing passage for each of the following rules—
   a. The accusative case followed by the infinitive mood.
   b. Copulative conjunctions unite like cases, moods, and tenses.
   c. The name of a place in the accusative after a verb signifying motion.
   d. When the accusative and dative follow the same verb, the accusative expresses the more immediate object of the action denoted by the verb.

Section 3.

1. *Mei* sunt ordines: multæ istarum arborum *meâ* manu sunt satæ. Analyse each of these sentences into subject and predicate; and state the different relations of the possessive pronoun as shown by your analysis in each case.
2. Find instances in the foregoing passage which show the force of the following words in composition, and explain the full meaning of each compound; *per—in—præ—ad—con—sub—de—di*.
3. Find instances (as above) to illustrate the difference of meaning between *in* followed by the accusative, and by the ablative, respectively.

Section 4.

1. State the principal difference between the Latin and English language as regards the order of words in a sentence. Which language has the greater liberty? Why?

2. Render the following sentences into Latin—
   You are like your master.
   His mind is free from terror.
   This house is one hundred feet wide.
   While Augustus was emperor, the temple of Janus was closed.
   On that day the king, who had reigned ten years, died.

3. Write a short account of the reasons which led to the preservation of the Latin language after the fall of the Roman empire; and mention some of the principal effects of its use in modern times.

(No. 5.)

FEMALE TRAINING SCHOOLS.

Circular Letter to Principals of Female Training Schools.

Committee of Council on Education, Council Office,
Downing Street, 8 November 1854.

SIR,

Examinations of female students in training schools.

YOU are aware that Her Majesty's Inspector, the Rev. Henry Moseley, has submitted to my Lords a syllabus of studies for young men under Normal training for the office of schoolmaster.

This syllabus, based upon the scale of grants which is introduced by the Minute of 28 June 1854, defines the subjects of examination for the end of a first and a second year's residence respectively.

Mr. Moseley's proposal, approved by my Lords, has also met with general concurrence among the managers of male training schools, and will be put in practice at the examinations to be held next month in those institutions.

Under such circumstances, and seeing that the minute in question applies equally to female colleges—seeing also that the insufficiency of a single year's training has been proved quite as conclusively in the case of females as in that of males—it at once became a question with my Lords whether they should not recommend an analogous division of studies for the female colleges.

For this purpose their Lordships requested the Rev. F. C. Cook, as the most experienced of Her Majesty's Inspectors in the training of schoolmistresses, to report to them upon the subject; and I have the honor to enclose a copy of that gentleman's observations.

Mr. Cook considers it advisable to adhere to the present form of examination papers, which, without being different for the first and second year, nevertheless afford scope for exhibiting progressive attainments, by means of the division into elementary and supplementary parts.

Mr. Cook thinks that a more marked division would accord less with the requirements of female training.

He proposes, however, as you will see from his report, to introduce an important change into that part of the examination which consists of an oral exercise in teaching.

Mr. Cook proposes to dispense with this exercise at the end of the first year, and to concentrate the whole of it (for both years) into an exercise of the same kind, to be performed at the time of the Inspector's annual visit, and to be recorded for consideration along with the papers to be worked in the following December.

My Lords concur entirely in the propriety of these recommendations; and their Lordships do not doubt that they will equally meet with the concurrence of the managers of female colleges. Their Lordships have it in contemplation to put them in force in December next.

In the coming examination their Lordships will, in each instance, add to the marks for the *written* exercises an average number of marks for the *omitted*

oral exercise. This will guard against any general derangement of the class-list, such as might result if the list were to be made up entirely from the marks given for work upon paper. Individual students, whose strength may lie in this exercise, will still have the benefit of their more than average proficiency when the time comes for fixing their certificate pursuant to the 11th section of the Minute dated 20 August 1853.

I have the honor to be, &c.

To ———— (Signed) R. R. W. LINGEN.

Principal of the ———— *Training School.*

Letter from Her Majesty's Inspector of Schools, the Rev. F. C. Cook (referred to in foregoing Letter).

SIR, 30 October 1854.

Examinations of female students in Training Schools.

IN the report which I have lately completed upon the female training schools, I have given an account of the results of the examinations in each subject of instruction during the last five years, and have stated the modifications which, after a full inquiry and conference with the officers and managers of those institutions, I consider likely to promote improvement in those subjects which are most important to teachers of elementary schools.

Upon the whole I am quite confirmed in the opinion, which I expressed when consulted by you last autumn, that no considerable change is at all necessary; and for these reasons—

1. The subjects of examination include all that is requisite for teachers of good schools; and the papers are so constructed as to give an opportunity to the few who are candidates for the highest certificates to show the extent of their attainments.

2. The course of reading required to pass the examination is not too extensive. It does not include any subject in which the greater part of the students have not been previously instructed; nor any in which Queen's scholars have not already displayed a fair amount of information. The examination requires so much knowledge of Holy Scripture, arithmetic, the English language, geography, English history, and school management as ought to be possessed by every schoolmistress, and it requires no more.

3. The managers of the training schools have expressed their entire satisfaction with the present form of the examination; and I have not attended any meeting of the committees of management without submitting this point to their consideration, and have invited discussion. This year not a single objection has been made.

4. The results of the examinations, both as regards the proportion of certificates and the marks awarded to each subject, have been satisfactory. The continuity of the improvement and the equable progress in elementary subjects are especially remarkable, as appears from my report this year.

5. Papers upon each subject could not be set separately for pupils of the first and second year without interfering with that classification which the principals of training schools find experimentally to be most advantageous.

I therefore propose to leave the general form of the examination unchanged, with the following exceptions, for which I have assigned reasons in my report.

In the religious papers, and in those on arithmetic, grammar, geography, and domestic economy, I propose to increase the number of questions in the supplementary sections; to give general directions to the students of the first year not to touch this part of the paper until they have completed the former; and to allow the students of the second year to choose freely from each.

In the paper on English history, to make the elementary questions general, such as can be answered from text-books in common use; to arrange the supplementary questions in three sections, each referring to a different epoch, and to give the same discretion to students.

On school management only I propose to set different papers to the students of the first and second year;

The first to contain questions on methods of teaching;

The second on school organization, and on the principles of teaching, together with an essay.

One change, however, of great importance, I would propose for your immediate consideration. It refers to the Inspector's report on the personal qualifications and ability of the students.

At present the students give lessons in the presence of Her Majesty's Inspectors at Christmas. The object is most important, viz., to impress upon them and the managers the fact that the Lords regard skill in teaching as the most essential qualification.

But the result is not satisfactory; and, as I believe, for the following reasons:—

1. The student is anxious, and in a state of great excitement, her mind and energies being quite absorbed by the written examination.

2. The classes of children cannot be collected without much difficulty, and the lessons so given are positively detrimental to them.

3. The reports of the various Inspectors are not and cannot be made with reference to a fixed and uniform standard. I have observed that the comparative results of this part of the examination do not correspond with the actual condition of the several institutions.

I could give other reasons; but I believe that there is no difference of opinion either as to the importance of hearing such lessons, or as to the defectiveness of our present system.

I would therefore propose in future that a list of those students who have passed the examination at the end of the first year be forwarded to the Inspectors of training schools; that he and the district Inspector hear each of those students teach a class when they inspect a training school; and that the report which they then make be taken into account at the end of the second year.

That the Inspector of training schools should also make a special report upon the comparative efficiency of the teaching in each and every institution.

From this plan I consider that the following advantages are likely to accrue:—

1. As an interval of some three to five months will pass between the examination at the end of the first year's residence and the Inspector's visit in the course of the second year, the student will have an opportunity, as well as strong inducement, to direct her attention to the practical work of teaching.

2. The managers will feel that their work is appreciated, and that it has been tried with reference to its relative as well as absolute efficiency.

I have considered this point, moreover, with reference to the inspection of training schools. It will undoubtedly increase the labour of the Inspector who is charged with the inspection of the training schools; but it will give definiteness and a strictly professional character to his work. It will become his especial duty to form a judgment upon the system adopted in each college for the formation of practical teachers, and upon the degree in which each student profits thereby.

I have the honor to be, &c.

To the Secretary of the Committee of Council on Education.

(Signed) F. C. Cook.

(No. 6.)

PAPERS USED AT THE GENERAL EXAMINATION.

CHRISTMAS 1854.

FEMALE STUDENTS.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

Before beginning your answers, you are to fill up the following table, so far as it applies to you.

The Name of the School at which you are now being examined.	*Your Christian Name and Surname* in full, *and the* current *Year of your Age.*	*Do you attend this Examination, as—* 1. *A resident Student.* 2. *A Teacher to be examined for a Certificate of Merit, and* from what School?	*If you are, or have been, a Student, state the Month and Year in which you entered this Training School, and the Month and Year in which you left it.*

HOLY SCRIPTURE.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

1. Write out the promises and menaces of the Book of Deuteronomy, and show their fulfilment.

2. Give an account of the Book of Judges, and of the practical lessons which it teaches, illustrated by quotations from the Song of Deborah.

3. Name, in order, the events that occurred between the departure of the Israelites from Egypt, and their entrance into Canaan; and show the bearings of those events upon Christian doctrine and practice.

Section 2.

1. What prophecies of Joel, Amos, and Zachariah are quoted in the New Testament, and on what occasions?

2. What evangelical truths are most clearly taught in the Prophetical Books? In what terms do the Prophets describe the Christian Covenant?

3. In what passages of the Old Testament are the vine and vineyard used as figures of Christ or the Church? Quote one of these, and explain it.

Section 3.

1. Compare the conduct of St. Peter before and after the Resurrection of our Lord.

2. Give an account of St. Paul's first journey from Troas to Thessalonica, or of his last visit to Jerusalem.

3. What discourses of our Lord are recorded by St. John only? Write out the heads of one of these discourses, and add thereto from eight to twelve consecutive verses in the words of the original.

Section 4.

1. Write out the texts that show the inspiration and uses of Holy Scripture.
2. What spiritual truths are illustrated by reference to military affairs in the Gospels, Epistles, and in the Baptismal Service?
3. Give texts and examples to show that fortitude, temperance, prudence, and justice are indispensable to Christians.
4. Show the progressive power of Divine Grace in believers, by texts and examples.

SUPPLEMENTARY.

1. Arrange in order the texts that show the personality and Godhead of the Holy Spirit, and His offices in the Church.
2. Write an analysis of one of these Epistles—Romans, Ephesians, Galatians; and quote fully the most important texts under each head.
3. In what respects was the law an imperfect dispensation? For what purposes was it given? Show that these purposes have been effected. Give full proofs of each assertion from Holy Scripture.
4. What are the characteristic features of the four Gospels? Illustrate your answer by clear reference and quotations.
5. On what occasions are these persons mentioned in the New Testament? —Timothy, Titus, Trophimus, Aristarchus, Gaius, John, Mark, Demas, Luke. Show the coincidences in the Epistles and Acts of the Apostles with reference to these names.
6. What doctrinal points are most clearly established in the following books:—2 Corinthians, Galatians, 1 and 2 Thessalonians, 1 Peter, and Revelations.
7. What may be learned of the constitution, discipline, and customs of the primitive Church from the Acts of the Apostles?

CATECHISM, LITURGY, AND CHURCH HISTORY.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

1. Explain these expressions clearly and illustrate them by reference to Holy Scripture—Catechism. Inheritor of the kingdom of heaven. State of salvation. Put in authority. Ghostly enemy. Death unto sin. Children of wrath. Charity.

Section 2.

1. State briefly the leading points in the Confession, Absolution, Te Deum, and the Litany.
2. Give a succinct account of the Baptismal Service.
3. When and by what authority were the following additions made to the daily service?—The introductory part. Prayer for all orders of Men. Prayer for the King. Prayer for the Clergy and People.

Section 3.

Write out one of these articles with Scriptural illustrations—

Of the Old Testament.
Of Christ alone without sin.
Of the Lord's supper.

SUPPLEMENTARY.

1. Give some account of the British church in the first four centuries.
2. What persons were chiefly instrumental in converting the Anglo-Saxons?
3. What is known of the life and opinions of St. Patrick?
4. Give an account of the Venerable Bede.
5. Give a summary of the revisions of the Prayer Book, and a full account of the latest.
6. Give an account of the divers translations of the Bible into English.
7. Name the principal ecclesiastical writers in these reigns—Elizabeth, Charles II., Anne, George III. Give an account of the works of one of these writers.
8. Name the chief Christian writers in the first three centuries. Why does the earlier date add to the importance of such writings?
9. Show the effects of heathen persecutions upon the progress of Christianity.
10. What circumstances led to the schism between the Eastern and Western Churches?
11. Give a succinct account of the operations of one of the great missionary institutions connected with the Church of England.

ENGLISH HISTORY.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

DIVISION A.

Section 1.

1. Mention, with dates, the several dynasties under which England has been placed, from the invasion by Cæsar to the present time.
2. State particulars in which Alfred advanced the welfare of his people.
3. Name the chief events in the reigns of Athelstan, Ethelred, and Canute.
4. Give a brief sketch of domestic and industrial habits in the time of Alfred.

Section 2.

1. Who was the last of the Welsh native princes; and how did the title "Prince of Wales" originate?
2. When was this kingdom placed under an "Interdict?" What were the social effects of such a sentence, and by what further denunciations was it followed up?
3. Enumerate the principal events in the reigns of Henry II., Edward I., and Henry VI.
4. Give a very short account of the origin and progress of the Crusades. What renowned persons were engaged in them?

Section 3.

1. Who was the first Queen Regnant of England? Mention her parentage, —contemporary sovereigns, and the most conspicuous events of her reign.
2. What led to the death of Lady Jane Grey?
3. Enumerate the most renowned Englishmen of the sixteenth century, naval, political, and literary, with a brief sketch of the life and character of *one* of them.

Section 4.

1. Mention any Queens (Regnant or Consort) of England remarkable for either personal or political virtues, with a sketch of the character of one of them.

2. Contrast the dress and diversions of the people in the fourteenth century with those of the present time.

3. Name the Sovereigns contemporary with Queen Victoria, and her colonial possessions. Trace her succession from the Conqueror.

SUPPLEMENTARY QUESTIONS.

Section 1.

1. Relate the immediate cause of the rupture between Henry II. and Thomas à Beckett. Do you see any advantage to the people in the indecisive manner in which the quarrel between the king and the archbishop terminated?

2. Give the dates, reigns, and some of the circumstances of the annexation of Ireland and of Wales to England.

3. State the nature of the dispute between the Roses, and describe the battle which terminated the quarrel.

4. When was the feudal system completed? Describe its characteristic features.

Section 2.

1. What European sovereigns were contemporary with Henry VIII.? State the circumstances favourable to himself under which he acceded to the throne.

2. Narrate carefully the circumstances of the fall of Wolsey and the rise of Cranmer.

3. How came the title "Defender of the Faith" to be applied to our sovereigns; and in what sense can it now be appropriately retained?

4. Name the sovereigns contemporary with Queen Elizabeth, and give some account of her relation with them.

Section 3.

1. Narrate the last visit (excepting as a prisoner) of Charles the First to Whitehall, and how it was the occasion of his final rupture with the Parliament.

2. Describe the circumstances and the results of the chief battles between Charles I. and the Parliamentary forces.

3. Name the most distinguished persons in the reigns of Charles II. and James II., and give some account of the character of one in each reign.

Section 4.

1. Account for the possession of the Canadas by the Crown of England.

2. Enumerate the principal literary and political characters of the eighteenth century, with a brief account of any *one* of them.

3. Give the date of the great French Revolution, and name the chief persons engaged in it. Of what social circumstances proximate or remote, do you consider it to have been the result?

4. Give some account of the origin and gradual rise of the British empire in India.

ENGLISH GRAMMAR AND LITERATURE.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

1. Make out a table of the declensions of the English pronouns, personal, relative, and demonstrative.

2. Give examples of English words in which differences of (*a*) number, (*b*) gender, (*c*) person, (*d*) case, (*e*) mood, and (*f*) tense, are marked by changes in the *form* of the word.

3. Show in what respects the English alphabet is deficient, and in what respects redundant, and enumerate the elementary sounds, distinguishing vowels, mutes, and liquids.

Section 2.

Paraphrase the following passage, rendering its meaning in clear and simple prose:—

"*Whose* freedom is by suff'rance, and at will
Of a Superior, he is never free.
Who lives, and is not weary of a life
Exposed to manacles, *deserves them* well.
The State that strives for liberty, *though* foiled
And *forced* to abandon *what* she bravely *sought*,
Deserves at *least* applause for *her* attempt
And *pity* for her loss. But that's a *cause*
Not often unsuccessful; power *usurped*
Is weakness when opposed; conscious of wrong
'Tis pusillanimous and *prone* to flight;
But *slaves that* once conceive the *glowing* thought
Of freedom, in that hope itself possess
All *that* the contest calls *for;* spirit, strength,
The scorn of danger, and united *hearts*,
The *surest presage* of the good they seek."

—COWPER.

Section 3.

1. Parse fully the words in italics in the following sentence:—"*That* he *sold so valuable a performance for* so small a *price was* not *to be imputed* to necessity, by *which* the *learned* and *ingenious are often obliged to submit* to very hard *conditions.*"

2. Parse the words in italics in the passage from Cowper, and supply the word required to complete the construction of the last line, giving its parsing in full.

SUPPLEMENTARY QUESTIONS.

1. Paraphrase the following passage:—

"Meantime, refracted from yon eastern cloud,
Bestriding Earth, the grand ethereal Bow
Shoots up immense, and every hue unfolds,
In fair proportion, running from the red
To where the violet fades into the sky.
Here, awful Newton, the dissolving clouds
Form, fronting on the Sun, thy show'ry prism,
And to the sage-instructed eye unfold
The various twine of light, by thee disclosed
From the white mingling maze. Not so the boy;
He, wondering, views the bright enchantment bend
Delightful o'er the radiant fields, and runs
To catch the falling glory, but amazed
Beholds the amusive arch before him fly,
Then vanish quite away."

2. Write out an analysis of the above passage from the commencement to the word " maze " in the tenth line.

3. State what English words are derived respectively from—mitto, fero, sto, pono, solvo, mos, pes, radix, insula; and explain the origin and syntax of the following—than, if, self, twain, notwithstanding.

4. Examine the construction in the following expressions:—" The King of Prussia's cavalry." " It is they who are the real conspirators." " Either John or I was in fault." " Neither John nor I were in fault."

5. Give examples of the figures of speech most commonly used in English poetry.

6. Through what successive stages has our language passed since the time of the Anglo-Saxons?

7. To what reigns, and what periods in the history of English literature, do the following writers respectively belong:—Sir John Mandeville, Robert of Glo'ster, Chaucer, Wicliff, Raleigh, Steele, Burnet, Scott, Shenstone, Wordsworth? State what you know of the life and writings of *one* of them.

DOMESTIC ECONOMY.

(Three Hours allowed for this Paper).

1.—The Supplementary Questions are not to be attempted by any *Candidate of the First Year* who has not answered one question in each of the preceding Sections. No such Candidate may answer more than two of the Supplementary Questions.

2.—Candidates of the Second Year, and Teachers in charge of Schools, may not answer more than six questions, but may choose them from any part of the Paper.

Part I.

1. Give clear directions for making bread, and state your opinion of the advantages or disadvantages of home-baked bread.

2. What saving may be effected by the use of barley, oatmeal, Indian corn, and rice, in poor families? State briefly the nutritious qualities of these articles respectively.

Section 2.

(The answers of this Section must be arranged in the form of notes of a lesson.)

1. Give a full account of milk and its uses.

2. Describe the qualities and uses of vinegar.

3. What is the comparative cost of coffee, tea, cocoa, and porridge; what support and nourishment do they severally give?

4. Describe the tea plant; the mode of preparing the leaf; and state whether tea should be made in earthenware or metal pots, and why.

Section 3.

What advice would you give about the clothing of children, between three and twelve, with regard to health and economy? State how you intend to teach needlework in the first class of girls; and explain clearly how a patch should be made in an old garment.

Section 4.

1. Give directions for preparing linseed and mustard poultices, and for applying leeches.

2. Describe the first symptoms of fever, and the causes which render persons liable to contract eruptive febrile diseases.

3. Describe the symptoms and treatment of croup and hooping cough.

SUPPLEMENTARY.

1. What are the principal nutritive substances? In what kinds of food are they severally found? State their comparative merits.
2. Describe the process and uses of respiration.
3. What effects are produced by the abuse of stimulants?
4. What are the effects of intemperance in eating upon the body and mind?
5. What are the advantages of insuring early? Enumerate the various kinds of insurance, and show their comparative advantages.
6. Explain the effects of strikes upon wages.
7. Explain the process of combustion, as in a lesson to a class of students.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Candidates are not allowed to answer more than one Question in each Section.

Section 1.

1. What is meant by numeration and notation? Multiply 527 by 290, and explain each step in the process.
2. What is the meaning of the terms *dividend, divisor, quotient?* Divide 3275 by 9, and explain each step in the working.
3. Write out the notes of an introductory lesson on fractions.

Section 2.

1. 1175 casks contain each 3 gallons, 3 quarts, 3 pints, and 3 half pints how much do they all hold?

Make out a bill for the following articles:—

39 yards of Irish cloth, at 2*s.* 4*d.* per yard.
17½ yards of muslin, at 7*s.* 2½*d.* „
13¼ yards of cambric, at 10*s.* 6*d.* „
27 yards of linen, at 2*s.* 5*d.* „

2. Divide 357*l.* 12*s.* 2*d.* amongst 3 men, 4 women, and 6 children, giving to each man twice as much as to a woman, and four times as much as to a child.

What quantity of shalloon that is three quarters of a yard wide, will line 7½ yards of cloth that is 1½ yard wide?

3. Find, by practice, the value of

371¾ at 4*l.* 13*s.* 7*d.*
31 cwt. 0 qr. 10 lbs., at 1*l.* 17*s.* 10*d.* per cwt.

How far will a man travel in 27 days of 10 hours each, at the rate of 3 miles 1 furlong 13 poles per hour?

Section 3.

1. Add together $\frac{3}{5}$, $\frac{4}{5}$ of $\frac{1}{3}$, and $9\frac{3}{20}$.

Find the sum of $\frac{2}{3}$ of a yard, $\frac{3}{4}$ of a foot, and $\frac{3}{8}$ of a mile.

2. A person has $\frac{3}{5}$ of a coal mine, and sells $\frac{2}{3}$ of his share for 171*l.*; what is the whole mine worth?

If $\frac{5}{8}$ of a yard cost $\frac{7}{12}$ of a £, what will $\frac{6}{15}$ of an English ell cost?

3. Divide ·04176 by 7·13·5. Express $\frac{1}{2\,5}$ decimally. Reduce 10 oz. 18 dwts. 16 grs. to the decimal of a lb. troy.

Section 4.

1. What is the interest of 284*l.* 10*s.* for 2 years, 4 months, and 25 days, at 3½ per cent. per annum?
2. If the carriage of 5 cwt. 3 qrs. for 150 miles cost 3*l.* 7*s.* 4*d.*, what must be paid for the carriage of 7 cwt. 2 qrs. 25 lbs. for 64 miles, at the same rate?

3. Three persons make a joint stock: A puts in 184*l.* 10*s.*, B 96*l.* 15*s.*, C 76*l.* 5*s.*; they gain by trade 220*l.* 12*s.*; what is each person's share of the gain?

Section 5.

1. What is meant by balancing an account? Give an example.
2. Explain the uses, with examples, of the following books:—Day-book, cash-book, invoice-book, bill-book, ledger.

Section 6.

1. Explain the principle by which the mixed number $3\frac{2}{5}$ may be reduced to an improper fraction.
2. Show the correctness of the rule for the division of fractions, namely, "Invert the divisor, and proceed as in multiplication."
3. Explain the meaning of the terms, *ratio*, *proportion*, and show why in a rule of three sum we multiply the second and third terms together, and divide by the first.

GEOGRAPHY.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

1. Draw a map of the south-west of England, with names of rivers and chief towns.
2. Enumerate the indentations and rivers on the western coast of Great Britain, with an outline map.
3. Name the coalfields of Great Britain, and give an exact account of the largest, with an outline map of the counties in which it is situated.

Section 2.

1. Draw a map of one of these countries—Hindostan, Canada, Ceylon, or Australia, and give a brief account of the climate, productions, and physical features.
2. Give an exact account of the British possessions in the West Indies.

Section 3.

1. Name the rivers of Germany, and the chief cities on each, their length respectively, and the countries through which they flow.
2. Compare the height, direction, and appearance of the Cevennes, the Pyrenees, Sierra Nevada, and the Appenines.
3. Name in order the principal seaports on the coasts of Holland, Belgium, France, and Spain, and state concisely for what they are severally remarkable.

Section 4.

1. Draw an outline map of Asia, or of North America.
2. Name in order the United States, with the chief towns, and characteristic features.
3. Where are the following cities situated—Aden, Tobolsk, Bockhara, Lahore, Shanghai, Port Natal, Tripoli, Valparaiso, Baltimore, and Fredericton? For what are they severally remarkable?

SUPPLEMENTARY.

1. Name the chief table lands on the surface of the globe, and describe carefully the appearance, and climate, of the most remarkable ones in each quarter of the world.

2. Describe the phenomena of an Arctic winter.
3. What imaginary lines are used by geographers to indicate the comparative temperature of different places? State the mean annual temperature of London, Paris, Constantinople, Calcutta, and New York.
4. What physical causes determine temperature?
5. Account for fog, hoar frost, and dew.
6. Give an account of the atmosphere, and of the effects produced by its movements and increase or decrease of density, &c.
7. Explain an eclipse as in a lesson for a class of girls.
8. Describe the characteristics of the New World as contrasted with the Old.
9. Enumerate the zones of vegetation, with the prevalent form of vegetable life in each.

MUSIC.

(Three Hours allowed for this Paper.)

1.—The supplementary questions are not to be attempted by any *candidate of the first year* who has not answered one question in each of the preceding sections. No such candidate may answer more than two of the supplementary questions.

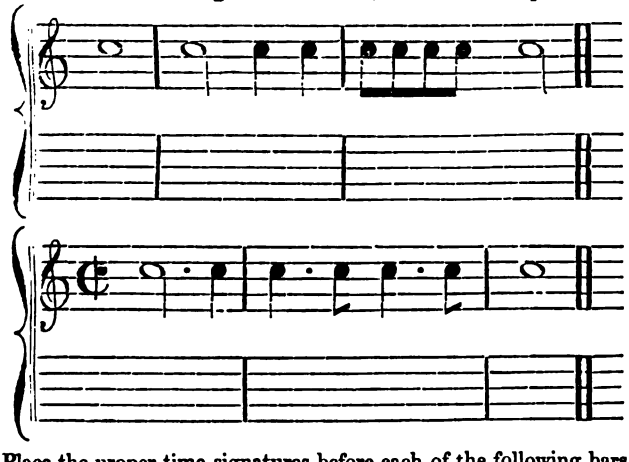
2.—Candidates of the second year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the paper.

Section 1.

The length or duration of notes is expressed by variations in their forms. Show these variations by a time table.

Section 2.

1. Instead of the following notes and dots, write rests of equal duration :—

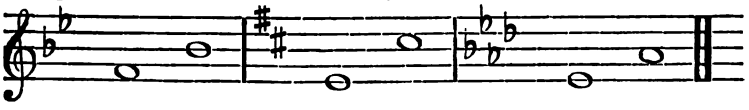


2. Place the proper time-signatures before each of the following bars :—

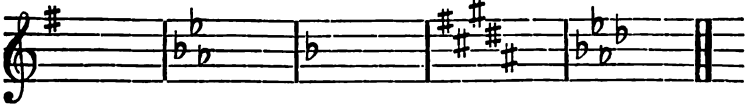
3. Write the signatures of the following major scales—
Re, Si♭, Mi, La♭, Si.

Section 3.

1. What is an interval? What an inversion? Tell what each of the following intervals becomes when inverted, and write down the inversions:—



2. What major and minor scales do the following signatures indicate:—



3. Show, by a diagram, the construction of a diatonic scale major, and explain the usual method of ascending and descending the minor scale.

DIVISION II.

1. What is a scale in music? Illustrate your description of its use by a comparison of it with the alphabet in reading.

2. Transpose the following passage into the key of B♭ and D; and state what you conceive to be the advantages of transposition, especially in vocal music:—

3. Enumerate the various registers in the human voice; say which clefs are in general use; and represent the following passage in the bass cleff:—

4. Of how many sounds does a common chord consist, and what are the derivatives of the common chord?

5. How many inversions has the discord of the seventh, and how they are produced?

6. What is a discord by suspension? Is there any rule for the preparation of the discords of the fourth and ninth?

SCHOOL MANAGEMENT.

For Students of the First Year.

(Three Hours allowed for this Paper.)

Candidates may select any questions, but will be expected to answer those questions fully and accurately.

Write the first line of your first answer as a specimen of copy-setting in *large-hand*; and the first line of your second answer as a specimen of copy-setting in *small-hand*.

1. Describe the best mode of giving a reading lesson to a class consisting of children

Between 5 and 7;
7 and 9;
9 and 12 years old.

2. State the progress which you would expect to have been made in each of these classes, supposing the children to have been properly instructed.

3. What series of reading books do you use? Give an account of the contents of the first and last books of the series; and 6 questions on one lesson from the highest book, with the answers.

4. Write out directions for a pupil-teacher in conducting a lesson in penmanship in the highest class of a school.

5. Describe exactly a lesson in dictation for well-instructed girls in the second class.

6. By what exercises are the elements of English composition best taught?

7. In what order do you propose to teach the elements of grammar? What text-book do you use?

8. What lessons in geography do you propose to give in the first, second, and third divisions of your school?

9. How many hours weekly do you propose to allow for arithmetic, grammar, and English composition, including dictation, in the first class of a good school?

10. Write out the heads of the lectures (if any) on *moral* training which you have lately attended.

11. What dispositions and habits in children give the most trouble in school? How would you propose to correct them?

12. What rules best secure punctual attendance? To what extent, and under what circumstances would you admit a relaxation of these rules?

13. Prepare notes of a lesson on *one* of these subjects—

Ruminating animals. Respiration. Snow.

SCHOOL MANAGEMENT.

For Candidates of the Second Year, and for Schoolmistresses attending the Examination.

(Three Hours allowed for this Paper.)

Candidates may select any questions, but must answer them fully.

Write the first line of your first answer as a specimen of copy-setting in *large-hand*; and the first line in your second answer as a specimen of copy-setting in *small-hand*.

***The essay* must be written by every candidate.**

1. In a school of 80, or 150 girls between seven and twelve years of age, describe—

(*a*) The best dimensions and arrangement of the room, furniture, desks and forms.

(*b*) The best distribution of the teaching power.

2. What lessons are best done in parallel desks, in the gallery, or in open classes respectively? Give your reasons.

3. Describe the best mode of lighting, ventilating, and warming a school-room for 100 girls.

4. Explain the distinction between analytic and synthetic methods, with examples of both.

5. What are the advantages or disadvantages of simultaneous instruction? To what extent, and in what subjects, do you propose to use it?

6. What system of registration do you propose to adopt, in order to show the progress of the children? Specify the details.

7. What information upon domestic matters can be derived from the reading-book which you propose to use in the first class? Give a full analysis of one lesson from the book on this subject.

8. What power would you give to a pupil-teacher in matters of discipline? State your reasons.

9. Write out the heads of the last two lectures upon mental faculties which have been given in your institution.

Write an essay on one of these subjects—

The moral influence of a schoolmistress on her pupil-teachers.

Self-denial.

The effect of sympathy between the mistress and children.

Cheerfulness.

Humility, or

The peculiar temptations of a schoolmistress, and the effects of such temptations, if not overcome, upon her school.

ENGLISH HISTORY.—For Roman Catholics.

(Three Hours allowed for this Paper.)

1.—The Supplementary Questions are not to be attempted by any *Candidate of the First Year* who has not answered one question in each of the preceding Sections. No such Candidate may answer more than two of the Supplementary Questions.

2.—Candidates of the Second Year, and teachers in charge of schools, may not answer more than six questions, but may choose them from any part of the Paper.

Section 1.

What power was exercised by English sovereigns over—

1. Wales in the 13th century. 2. Scotland in the 14th century. 3. France in the 15th century.

Section 2.

Sketch briefly the character and life of—

1. Philippa, Queen of Edward III. 2. Margaret, Queen of Henry VI. 3. Henrietta, Queen of Charles I.

Section 3.

Upon what questions and under what circumstances were Archbishops of Canterbury at variance with—

1. Henry I. 2. Henry II. 3. John?

Section 4.

Describe the dress, domestic habits, and language of the people under—

1. Canute. 2. Richard I. 3. Anne.

SUPPLEMENTARY.

1. What end do you propose to yourself in teaching history?
2. What do you understand by chivalry? How has it affected the treatment of women?
3. Explain the influence of war upon national character, and illustrate your remarks by reference to British history.
4. What do you know about the historical writings of Venerable Bede, Matthew of Paris, Polydore Vergil, Edmund Campian?
5. Account for the possession of the Canadas by the crown of England.
6. Give some account of the origin and gradual rise of the British Empire in India.

(No. 7.)

QUEEN'S SCHOLARS.

PAPERS USED AT THE EXAMINATION OF CANDIDATES FOR QUEEN'S SCHOLARSHIPS.

CHRISTMAS 1854.

Candidates are advised to begin by reading the questions through to the end, before they attempt to answer any of them.

Candidates are not expected to unswer all the questions. Far higher marks will be gained by a few accurate and sensible answers than by a great number of indifferent attempts.

Candidates will do well to answer those questions first *which they* feel best able to answer. *The answers should (as far as possible) be* begun to be written *opposite the questions to which they refer. If, in any case, candidates cannot conveniently comply with this direction, they should head the answer thus:— "Question, No. ."*

All the answers are to be written on this paper. Answers written on any other paper will not be looked over.

The following table must be carefully filled up.

Your Christian Name and Surname, in full, *and the* current *Year of your Age.*	*The Name of the Training School at which you are being examined.*	*The Name of the School in which your Apprenticeship was served.*

SCRIPTURE AND CATECHISM.

(Three Hours allowed for this Paper.)

1. Give the meaning and show the appropriateness of the following names:—

Eve. Seth. Noah. Israel. Bethel. Joshua. Samuel. Hebrew.

2. On what different occasions do we hear of Miriam, the sister of Moses?
3. Name, in chronological order, the most celebrated of the judges of Israel: and write a short account of *one* of them.
4. Name the principal feasts of the Jews, and mention the festivals which correspond to them in the Christian Church. Why should there be any such correspondence?
5. Write out, in their order, the prophecies of a Saviour which you find in the Pentateuch, mentioning by or to whom they were given.

6. Explain the following passages, and write out as much as you remember of the context of *one* of them:—

a. Ye are the salt of the earth.

b. Other sheep I have, which are not of this fold.

c. Suppose ye that I am come to give peace on earth?

d. God is not the God of the dead, but of the living.

7. Write out a short summary of our Lord's conversation with the woman of Samaria.

8. Show the *prophetic* character of some of our Lord's parables.

9. Write out what we know from Scripture of the history of St. John the Evangelist.

10. Give a brief outline of *one* of the following discourses:—

a. St. Peter's sermon on the day of Pentecost.

b. St. Stephen's apology.

c. St. Paul's preaching at Athens.

11. What circumstances are recorded in the Acts of the Apostles in connexion with—

Lystra. Philippi. Thessalonica. Antioch. Ephesus.

12. "A member of Christ, a child of God, and an inheritor of the kingdom of heaven." Explain these expressions, and illustrate them by reference to Holy Scripture.

13. Show from the catechism the appropriateness of the names *godfathers, sponsors, sureties.*

14. What is a *creed?* How many creeds are received by our Church; and in what parts of its service are they used? Write out anything you know about *one* of them.

GRAMMAR.

(Three Hours allowed for this Paper.)

1. Write out a paraphrase of the following passage, before attempting any other answers, and parse the words printed in italics:—

For meanness of employment, *that which* is most traduced in learned men is *that* the government of youth is allotted to *them;* which age, because it is the age of least authority, is transferred to the *disesteeming* of those employments which are conversant *about* youth. But *how* unjust this traducement is (if you will reduce things from popularity of opinion to measure of reason) may *appear* in that we see men are more curious what they put into a new vessel than into a vessel *seasoned;* and what would they lay about a young plant, than a plant *corroborate;* so as the weakest terms and times of all things *use* to have the *best* applications and helps. And let it be noted that, howsoever the modern looseness or negligence hath *taken no* due regard to the choice of schoolmasters and tutors, yet the ancient wisdom of the best times did always make a first *complaint* that States were too busy with *their* laws, and too *negligent* in point of education.

Write out in three columns the words in this passage derived from Saxon, from French, and from Latin.

2. Arrange in their proper classes, according to the divisions of articulate sounds, the following letters:—

b. d. f. k. l. m. n. p. q. r. t. v. x.

3. Give a list of words illustrating the vowel sounds in the English language.

4. Enumerate the cases, moods, and tenses, used in the English language.

Name the past (indefinite) tense, indicative, and the past (or passive) participle of the following verbs:—

Awake, arise, bear, begin, climb, draw, drink, flee, fly, hang, lay, lie, read, ring, ride, set, seat, sit, speak, spring, swim, tear, work.

Where two forms exist, give them both, and mark any that you consider obsolete. How have double forms originated in these verbs.

5. Give a list of auxiliary verbs.
What are the rules for the use of the infinitive mood?
Parse the following:—
Do tell me if you can. I would if I could.
Do not do what he asks you.

6. Explain the following terms:—
In apposition, used absolutely, active, passive, transitive, intransitive, orthöepy, orthography, euphony, derivative, compound, inflection, declension, conjugation.

7. Explain the metre of the following verses:—

"How sleep the brave who sink to rest
By all their country's wishes blest?"

"As near Porto-Bello lying
On the gently-swelling flood,—"

"Warriors and chiefs! should the shaft or the sword
Pierce me in leading the host of the Lord,—"

"What beauties does Flora disclose,
How sweet are her smiles on the Tweed!"

"High and embosomed in congregated laurels,—"

"Befell it in that season, on a day,
In Southwark, at the Tabard, as I lay,—"

"The song began from Jove,
Who left his shining seats above."

"Deserted at his utmost need,
By those his former bounty fed."

What is necessary to make a perfect rhyme? Apply your rule to the two last lines.

8. Write out the following names in a column according to chronological order; add two other columns, and in them, on a line with each name in the first column, write (*a*) the reign under which the author lived, (*b*) his principal work or works:—
Addison, Bacon, Burke, Chaucer, Cowley, Cowper, Defoe, Dryden, Goldsmith, Gray, Hume, Johnson, Pope, Robertson, Spencer, Swift.

ARITHMETIC.

(Three Hours allowed for this Paper.)

1. Explain the process of multiplying 1234 by 506.
2. Find the ratio between the ounce Troy and the ounce Avoirdupois.
3. Multiply 537*l.* 17*s.* 10½*d.* by 365, and divide the product by 73.
4. Find a fourth proportional to 10, 15, and 40. In what other order will the four numbers form a proportion?
5. Extract the square root of 6789265609.
6. How many times will a wheel 16½ feet in circumference turn round in a distance of 24 miles 3 furlongs 25 poles?
7. How many yards may be bought for 12*l.* 12*s.*, if 7¾ yards costs 19*s.* 4½*d.*?
8. Find the time in which the interest on 750*l.* 10*s.* will amount to 712*l.* 19*s.* 6*d.* at 4¾ per cent.
9. Find the cost of 2864 articles at 4*l.* 13*s.* 10½*d.* each.
10. Add together 2¾, 5⅞ and $8\frac{9}{10}$; divide the sum by the product of $\frac{1}{11}$ and 25¼

11. Multiply ·0382 by 7·05 and divide the product by ·0000705. Reduce each of these decimals to fractions in their lowest terms, and perform the same operations upon them.

12. In which stock is it more advantageous to invest, in the 3¼ per cents. at 91⅜, or in the 3½ per cents. at 93⅝? How much stock may be purchased by investing 1000*l.* in each?

13. What must be the selling price of an article which cost 20*l.* 17*s.* 6*d.* to gain 12½ per cent?

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

1. Draw a map of the southern coast of England from Dover to the Land's End, laying down the principal headlands and seaports. Place in your map the lines of longitude.

2. Draw an outline map of the county in which your school is situated; placing in it the names of six of the principal towns; the rivers; and the places of historical interest.

3. Enumerate the principal British colonies and dependencies. What are the chief productions of Ceylon?

4. Mention in order the different countries lying to the right and left of the route of the overland mail to India.

5. Draw a map of the Crimea; give a brief account of its successive occupiers or conquerors.

6. In what countries are the camel, lion, elephant, alligator, and reindeer respectively found? Describe the natural history of one of them.

7. Give the date of the accession of Edward the First. Mention the principal events of his reign.

8. State the circumstances attending the capture of Jamaica by the English.

9. At what periods did the following persons flourish, and for what are they respectively celebrated:—

Francis Bacon—Bede—Newton—Milton—James Watt—Coke—Nelson—Shakspear?

10. On what grounds did James I. succeed to the English throne? What were the principal events of his reign?

11. Give a brief summary of the main causes which led to the dethronement of James the Second.

12. What portions of England were chiefly settled by the Danes? How do you distinguish these parts, by means of the names of places, from those settled by the Angles or Saxons?

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

[Write the first line of your first answer as a specimen of copy-setting in *large-hand*, and the first line of your second answer as a specimen of copy-setting in *small-hand*.]

1. What do you understand by the *organization* of a school? Describe that of your own school; and state what part you have taken in the instruction of the children during the last two years of your apprenticeship.

2. At what times, and in what manner, has your teacher given you special instruction out of school hours during your engagement as an apprentice?

3. Describe the *apparatus* in your school. How do you suppose teachers long ago managed to do without such apparatus? From your answer, show the benefits derived from its introduction, 1st, by the teacher, and 2nd, by the scholars.

4. What is the best arrangement of desks in a school? Give your reasons.

5. Mention some of the uses of school registers. Which of them should be kept by the principal teacher; and which by the pupil-teachers or other assistants?

6. Mention the successive steps by which young children should be taught to read.

7. What do you understand by the *individual* and *simultaneous* methods of teaching? Should either be followed exclusively? How may they be combined?

8. Describe the manner in which you have been instructed in the *art of teaching*.

9. Mention by name the *text-books* which you have used in pursuing your own studies. Did you buy them at the full price, or how otherwise did you procure the use of them?

What were the general regulations for the supply of books in your school?

10. What lessons should children be required to learn *out of school?* What are the difficulties in the way of their doing so? How may they be overcome?

11. What are *notes of a lesson?* In what manner have you been instructed to prepare, and use, them?

12. Write *two* sets of notes of a lesson, on *one* of the following subjects: The first for a *junior*, and the second for a *senior* class in a school:—

Iron. The Horse. Obedience to Parents. Truthfulness.

DOMESTIC ECONOMY.

(Three Hours allowed for this Paper.)

N.B. At the end of each answer let each candidate name the text-book (if any) which she has used.

1. What do you understand by *Domestic Economy?* What instruction have you received in it?

2. Why is great care necessary with respect to the *ventilation* of a room? Write out a few *practical* rules on the subject.

3. What is the cause of bread becoming *heavy?* How may it be prevented from doing so?

4. What are the effects of roasting, boiling, and stewing upon meat? Which process is the most economical? Why?

5. How do you boil potatoes? Give reasons for the time you allow.

6. Which is best, an earthenware teapot, or a metal one? Why?

7. What makes water *hard* or *soft?* Which is the best for washing clothes in? Why? Which is the most wholesome to drink?

8. How would you treat a bruise, a burn, or a cut?

9. Give directions for making a bed.

Candidates are not permitted to answer questions in more than *one* of the three sections into which this paper is divided. *No marks will be given for papers in which this direction is not observed.*

(Three Hours allowed for this Paper.)

EUCLID.—(First Section.)

1. If two angles of a triangle be equal to each other, the sides also which subtend, or are opposite to the equal angles, shall be equal to one another.
2. Draw a straight line perpendicular to a given straight line of an unlimited length, from a given point without it.
3. If a side of any triangle be produced, the exterior angle is equal to the two interior and opposite angles; and the three interior angles of every triangle are together equal to two right angles.
4. Equal triangles upon the same base and upon the same side of it, are between the same parallels.

A line drawn through the middle points of two sides of a triangle, will be parallel to the third side.

5. If a straight line be divided into any two parts, the square of the whole line is equal to the squares of the two parts, together with twice the rectangle contained by the parts.
6. In every triangle, the square of the side subtending either of the acute angles, is less than the squares of the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the acute angle, and the perpendicular let fall upon it from the opposite angle.
7. If a point be taken within a circle, from which there fall more than two equal straight lines to the circumference, that point is the centre of the circle.
8. Draw a straight line from a given point, either without or in the circumference, which shall touch a given circle.
9. The angles in the same segment of a circle are equal to one another.
10. If two straight lines cut one another within a circle, the rectangle contained by the segments of one of them is equal to the rectangle contained by the segments of the other.

ALGEBRA.—(Second Section.)

1. Simplify $a - \left[b + c - \left\{d + b - (c + 2b - a + d)\right\}\right]$.
2. If $x = -\dfrac{ab}{b+c}$

   show that $(x + a)(x + b) + (c - x)(a + x) = ac$.
3. If $2a = x + y + z$, $2b = -x + y + z$,
   $2c = x - y + z$, and $2d = x + y - z$;
   show that $a^2 + b^2 + c^2 + d^2 = x^2 + y^2 + z^2$.
4. Divide $\dfrac{y-5}{y+3} - \dfrac{y+2}{y-4}$ by $y - 1$,

   and $a^2 + b^2 - c^2 + 2ab$ by $\dfrac{a - b + c}{a + b - c}$.
5. Solve the following equations:—

   1. $(x + 1)(x + 2) - (x - 1\ \ (x - 2) = 18$.

   2. $\dfrac{7-x}{2} - \dfrac{9-2x}{3} = 1$.

3. $ax + by = c$, $lx + my = p$.

4. $\frac{x-4}{x+4} = \frac{x+3}{x-3} + \frac{7x}{6}$.

5. $(2x - 3)(x + 4) = 102$.

6. $x^2 + 2ax + y^2 = (a + b)^2$
$x - b = y - a$

6. A is twice as old as B, and in eleven years their ages will be in the ratio of 5 to 3; find their ages at present.

7. If 3 ounces and 160 grains cost 12*l.* 9*s.* 7*d.*, and 1 ounce and 80 grains cost 4*l.* 10*s.* 10½*d.*: how many grains are there in an ounce?

MENSURATION AND INDUSTRIAL MECHANICS.

(THIRD SECTION).

1. Find the area of a room 14 ft. 6 ins. wide and 20 ft. 9 ins. long?

(1.) By cross multiplication.
(2.) By reducing the sides either to inches, or to feet and fractions of a foot.

2. Give the rule for finding the area of a triangle when the sides are known.

3. If the sides of a triangle be 6 and 8 inches long, what must be the length of the third side that the triangle may be the greatest possible?

4. A uniform heavy rod 12 ft. long, and 6 lbs. in weight, rests horizontally upon two props, which are respectively 3 and 4 feet from the ends of the rod; find the pressure upon each prop.

5. What force acting parallel to the plane would be required to support a weight of 2 tons upon a smooth inclined plane, the height of which is 15 feet and the length 25 feet? And what amount of work will raise the weight from the bottom to the top of the plane?

6. What is meant by *friction* and the *coefficient of friction*? If the friction be just sufficient to support the weight in the last question, what must be its coefficient?

(No. 8.)

REGISTERED TEACHERS.

Extract from Circular Letter addressed to Her Majesty's Inspectors of Schools, containing Instructions as to Examination of Candidates for Registration.

Committee of Council on Education, Council Office,
Downing Street, 8 March 1854.

Registered Teachers.

THE Lord President desires me to state that it is his intention to advise the Committee of Council, from and after the 31st of December 1854, to give effect to the proviso, in the Supplementary Minute of 20 August 1853, which mits the admissibility of teachers to the Registration Examination to those who have completed their thirty-fifth year.

The result of this determination will be to allow all current apprenticeships to proceed, and new ones to begin, until the end of this year, upon the old terms; but, after the 31st of December 1854, no new apprentices will be allowed to any teachers who are not either certificated, or thirty-five years old, and registered.

Every teacher who is now under thirty-five years of age was under twenty-eight in 1847, and it is not probable that those of them who are still likely to remain long both uncertificated and too young for registration deserve any special encouragement to remain in the profession.

My Lords desire to see in every school under inspection teachers who have either the experience of mature age, or the attainments and ability implied by a certificate. It is only (in the main) teachers without either the one qualification or the other who will be sufferers under the proviso in question.

I am, therefore, to beg that you will, in reply to inquiries, make known the intention of the Committee of Council to maintain the proviso.

A paper will be added on the present occasion to those named in the Supplementary Minute,* embodying those subjects (Euclid, Algebra, Mensuration, and Mechanics) which are prescribed for the end of the fifth year's apprenticeship.

Teachers will not need to pass in this paper for simple registration, but such masters as do so will be classed in a separate list, as qualified, not only to obtain *capitation grants* upon the scholars under their charge, but also, to receive *apprentices.*

As this is the first examination of the kind, no previous standard can be appealed to. I am, therefore, to request your careful attention to the following remarks in setting these papers.

The object of the examination (in the words of the Minute) is to ascertain sound, if humble, attainment.

No question should be more difficult than might fairly be proposed to any pupil-teacher in the examination for the end of the fifth year. You will keep in view the standard fixed for the end of the third, fourth, and fifth years of apprenticeship, in framing the three questions in each section.

The language of the questions cannot be too simple, and the matter of them should be chosen with a view to elicit accurate and solid knowledge of the elementary and indispensable parts of each subject. You will bear in mind that the result of this examination is not intended to distinguish the most accomplished teacher, but to eliminate those who are not qualified in point of attainments to be teachers at all.

* * * *

It is not thought advisable to distribute the written exercises among H.M. Inspectors, for revision.

Most of the candidates will come from your own district, and they have not now occasion to be compared with each other, but only to be passed or rejected; a duty with which single Inspectors have hitherto been entrusted in determining the qualifications of uncertificated teachers to instruct apprentices. I am therefore to request that, during the examination (which is confined to paper), you will review the exercises worked by the candidates who may have met you, and that, bearing in mind the object of the examination (as defined in the last section* of the Minute of 20 August 1853), you will enter your opinion (Excellent, Good, Fair, Moderate, Imperfect, Failure) of the merit of each paper, in a bold hand, opposite the heading of it.

* * * *

(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools, &c.

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* *Supra*, p. 13.

Extract from Circular Letter containing further Instructions to Her Majesty's Inspector of Schools, as to Examination of Candidates for Registration.

Committee of Council on Education, Council Office,
Downing Street, 20 February 1855.

SIR,

* * * *

Registered Teachers.

MUCH misconception has been created respecting the character of this examination, as if it carried with it something degrading. The Committee of Council, which originates the examination, may be trusted to explain what is intended by it; and I am directed to state that the object of it is to put on record, once for all, the competency of teachers, in point of attainments, to instruct apprentices. At present Her Majesty's Inspectors of Schools are called upon, year by year, to certify such competency in the case of every teacher not holding a certificate of merit from this Committee; and, if the Inspector dispenses with an actual examination of the teacher, he renders himself individually responsible for guaranteeing the teacher's attainments. Many difficulties, and much that is unsatisfactory, attend this practice. It is often most undesirable to waive the actual examination of the teacher, while, if held, it interferes with the inspection of the school, and lowers the teacher in the eyes of his scholars. Both teacher and Inspector gain, therefore, by settling the proof of competency once for all; and it would not be consistent with the principles which have hitherto regulated the administration of the Committee of Council to give a general certificate of this kind through any process other than that of a common examination.

The point, therefore, to be explained to teachers is that, in the instruction of pupil-teachers, they are depositories of a public trust, and the recipients of public money; that, in this capacity, they have always been required to give tangible proofs of their efficiency; that this efficiency must be sought partly in their own attainments, and partly in the proficiency of their apprentices and in the general state of their schools; that hitherto these two divisions of the subject have been left to the same annual verification, with the inconveniences above described; that henceforth it is intended to deal with one branch of the subject separately and conclusively. A registered teacher needs never to be examined again, except in the persons of his apprentices and scholars.

It would not be satisfactory to my Lords to accept the results of any past apprenticeships as equivalent to registration. In many such instances, the pupil-teachers have had either the assistance of other instructors, or more than ordinary capacity and diligence.

In the absence then of anything like competition (to which it might be harsh to require older teachers to submit), and with the most express declaration of the Committee of Council that *the register examination is in no sense regarded by my Lords as degrading*, there can be no good reason why any teacher should object to give this *proof* of his attainments. It may be added that a teacher who passes the registration examination with credit may be fairly regarded as one who (for personal reasons) is not disposed, rather than as one who is unable, to pass the further examination for a certificate. Such a candidate for a certificate would rarely fail.

So far as the language of younger and certificated teachers may in any instance have led older men to regard the registration examination as a slur upon their class, that language meets with no sympathy whatever from the Committee of Council, who are now, as their Lordships always have been, most ready to recognize the services of veteran teachers in every way which does not tend to retard the progress of education, or to remove the necessary tests of competency.

* * * *

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools.

PAPERS USED AT THE GENERAL EXAMINATION OF CANDIDATES FOR REGISTRATION.

EASTER 1854.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section. Number your answers to correspond with the questions; and begin to write them ***(as far as possible) opposite the sections to which they severally refer.***

Before beginning your answers, you are to fill up the following table.

Your Christian Name and Surname, in full, *and the* current *Year of your Age.*	*The Name of your School and of the nearest Post Town.*	*The Name of the School at which you are now being examined.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

Section 1.

1. What were the chief points of difference between the character of Esau and that of Jacob?
2. What lesson may we learn from the history of Balaam?
3. Show, by quotations from the New Testament, how a Christian ought to use the Old Testament.

Section 2.

1. State shortly the substance of the first chapter of each of the four Gospels.
2. "Suffered under Pontius Pilate." Show clearly by what process, and on what charge, our Lord came to be condemned to death.
3. Give a sketch of some one of St. Paul's Epistles.

Section 3.

1. Show, from the Church Catechism, how baptism may properly be called a *covenant.*
2. "Because *they* promise *them both* by *their* sureties; which promise, when they come to age, themselves are bound to perform." Paraphrase this, introducing the nouns to which the words in italics refer.
3. Show, from our Lord's teaching, that Christians may rightly understand the Ten Commandments in the extended sense given to them in the Catechism.

Section 4.

1. Give a short account of each of the Hymns or Psalms appointed to be said or sung after the first and second Lessons at Morning Prayer.

2. To what Christian duties does the Prayer Book chiefly direct our attention at each of the following holy seasons:—Advent, Lent, Easter, Holy Thursday, Whitsuntide, Trinity Sunday?

3. What were the principal changes effected in the Divine Service of the English Church at the Reformation?

ENGLISH GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

1. Name the parts of speech, and describe the precise use of each of them.

2. Explain what is meant by a common, a proper, and an abstract noun, and point out the different methods of indicating the possessive case and the plural number.

3. How many kinds of pronouns are there? Decline the third personal pronoun throughout in gender, number, and case.

Section 2.

1. What is meant by an active, passive, neuter, regular, irregular, and defective verb? Give an example of each.

2. Give the 1st person singular of the verb "to draw" through all its moods and tenses, and point out all the participles.

3. Give a classification of auxiliary verbs, and show what purpose they each of them serve in the conjugation of a principal verb.

Section 3.

1. When must a noun or pronoun be in the nominative, and when in the objective case?

2. What is a simple sentence? Of what principal parts does it consist? Wherein does it differ from a compound sentence?

3. Is the following sentence simple or compound?—"The path of virtue, pursued with a constant step, will assuredly lead us at last to happiness." Prove your answer by analyzing the sentence; and parse the words.

Section 4.

1. Paraphrase the following stanza:—

> "Who noble *ends* by noble means obtains,
> Or, *failing*, smiles in exile or in chains,
> Like good *Aurelius* should he *reign*, or *bleed*
> Like Socrates, *that* man is blessed *indeed*."

Parse the words printed in italics.

2. Write a short account (with the causes) of the difference in the language of England as used in the times of Alfred—Henry II.—Edward III.—Elizabeth.

3. What is meant by a *prefix*, an *affix*, and the *root* of a word? Divide each of the following words into its prefix, root, and affix; and state from which of the several sources of the English language each of them is derived:—*benefactor—forgiveness—diametrically—surprising*.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain, as you would to a child, the first principles of notation, and exemplify them in writing the number *seven thousand and five.*

2. Describe minutely the process by which you would teach a class of children to subtract 793 from 1000.

3. State exactly the several steps by which you would lead a child to answer correctly such questions as the following :—

(*a*). How many days are there in 37 weeks?

(*b*). How many weeks are there in 259 days?

Section 2.

1. If a letter carrier walk 19 miles every day except Sundays, how far does he walk in a year?

2. If a ship's company consist of 127 persons, what sum will suffice to pay each of them 6*l.* 7*s.* 10½*d.* at the end of the voyage?

3. If 1200*l.* be divided equally among 359 persons, what will be the exact amount received by each?

Section 3.

1. Show how to make out a grocer's bill to a customer who has bought 13 lbs. of sugar at 4½*d.*, 5½ lbs. of tea at 3*s.* 8*d.*, 15 lbs. of rice at 2¾*d.*, a stone of salt at 1*s.* 6*d.* per cwt., and 3 pints of treacle at 2*s.* 4*d.* per gallon.

2. Show how to represent 253 guineas in pounds, florins, and tenths of a florin.

3. If the circumference of a circle were exactly 3 times its diameter, how many turns would be made in a mile by a wheel which is 4 ft. 6 in. high?

Section 4.

1. If a railway carriage run 200 miles in 9 hours, how far will it go in a week at the same rate, supposing it to travel 15 hours a day?

2. If a merchant give 105*l.* for a pipe of wine, at how much per gallon must he sell it in order to gain 20 per cent.?

3. If five needlewomen can do a piece of work in 11 days of nine hours each, how long will it take three women to finish two such pieces of work, supposing them to work 10½ hours each day?

Section 5.

1. State minutely how you would endeavour to give children a correct idea of a *fraction;* and deduce the rule for the multiplication of one fraction by another.

2. If, in an examination of 750 teachers, ·22 of the whole do well, ·34 barely pass, and the rest fail; how many do well, barely pass, and fail respectively?

3. If a gallon contain 277·274 cubic inches, and a cubic foot of water weigh 1,000 ounces; what quantity and weight of water will fill a rectangular cistern, 5 feet long, 3½ feet wide, and 2 ft. 9 in. deep?

Section 6.

1. State and prove the rule in mental arithmetic for finding the interest of any number of pounds sterling for any number of years and months at 5 per cent. per annum.

Ex.—Find the interest of 347*l.* for three years and five months.

2. When the Three per Cents are at 91¾, what amount of stock can I buy for 1835*l.*, and what rate of interest shall I get for my capital?

3. If a partnership be formed between A with a capital of 300*l.*, and B with a capital of 500*l.*, and at the end of six months they take in C with a capital of 800*l.*; how should a profit of 700*l.* be divided at the end of the year?

GEOGRAPHY AND HISTORY.

(Three Hours allowed for this Paper.)

GEOGRAPHY.

Section 1.

1. Name and describe the position of the chief British Isles, mentioning the seas in which they are situated, and the channels by which they are separated.
2. Trace carefully the course of *two* of these rivers;—the Thames, the Severn, the Yorkshire Ouse, the Tay, the Clyde, the Shannon, and the Barrow.
3. Name the chief mountain chains in Great Britain, the direction in which they run, and the effects which they produce in the physical geography of the country.

Section 2.

1. Mention the boundaries, mountains, rivers, and chief towns of Russia.
2. Describe the course of a ship from Portsmouth to the Black Sea, and from the Downs to the Gulf of Finland.
3. Name the chief exports from Russia to Great Britain, the ports from which they are sent, and the parts of the country in which they are produced.

Section 3.

1. Give a short account of Hindostan or Australia.
2. Mention the boundaries of the Pacific Ocean and the chief seas belonging to it.
3. Write in order the different articles of commerce which we get from India, Ceylon, Jamaica, Arabia, China, Canada, the United States, Australia, and the Moluccas.

HISTORY.

Section 1.

1. State what you have read of the Invasion of Britain by the Romans.
2. Give a short account of Caractacus, *or* Boadicea, *or* Agricola.
3. What circumstances, and at what date, led to the final departure of the Romans from Britain?

Section 2.

1. Mention the chief events in the reign of Henry II.
2. Write what you remember about the Battle of Cressy, *or* Poictiers, *or* Agincourt.
3. What were the chief inventions during the time of the Plantagenets? Give dates when you can.

Section 3.

1. Name the sovereigns of the House of Stuart, and describe shortly the character of one of them.
2. Write what you have read about the Great Plague, *or* the Fire of London.
3. What was the state of England at home and abroad during the Protectorate of Cromwell? Give reasons for your answers.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Section 1.

1. Write full directions to a monitor or pupil-teacher for giving a *reading* lesson in the First Book of Easy Narratives.

2. What series of *reading* books do you use in your school? Give an exact account of the contents of the highest book in the series.

3. Prepare twelve questions on each of two lessons selected from the reading book used in your *second* class.

Section 2.

1. Give exact directions for a pupil-teacher to dictate and correct a written exercise in your *first* class.

2. What quantity of desks do you require for a school of 120 children? Describe exactly the arrangement you would prefer, and the dimensions of the desks.

3. Make out a list of the apparatus you require for a school of 100 to 150 children, with an estimate of the cost.

4. Do you allow places to be taken? If so, in what lessons? State the reasons for or against this system.

Section 3.

1. In a school of 120 what assistance do you require in teaching? State exactly how you would employ each assistant.

2. Specify the attainments which you think ought to be possessed by a clever boy or girl from twelve to thirteen years of age who has been regularly educated in a good school.

3. What use do you make, or propose to make, of a playground? To what extent would you mix with your pupils in recreation? State fully your reasons.

Section 4.

Prepare the notes of a lesson on one of the following subjects, and state what illustrations you propose to use, and in what manner you would make the children re-produce it:—

Coal. Vapour. Strikes for Wages. The Seasons. Wastefulness.

Section 5.

1. Name the text books which you would recommend a pupil-teacher to procure in the first two years of apprenticeship.

2. At what time do you propose to instruct your pupil-teachers for one and a half hours daily out of the ordinary school hours, as is required by the Minutes of 1846? Make out a syllabus for the work of the first six months.

3. Write out rules for the personal habits of pupil-teachers with especial reference to their health.

4. What are the chief moral difficulties in training pupil-teachers? How do you propose to deal with these difficulties?

EXTRA PAPER.

N.B.—This paper contains three subjects (viz., *geometry, algebra,* and *mechanics,*) one or other of which must be taught to male pupil-teachers in the later years of their apprenticeship.

Candidates are not permitted to answer questions in more than *one* of the three sections into which this paper is divided. *No marks will be given for papers in which this direction is not observed.*

No pupil-teacher will be allowed to commence apprenticeship after the 1st of January 1855 with masters who have neither obtained certificates nor passed for registration (*including this paper*).

Mistresses are *not* required to attempt this paper.

Masters *declining this paper, but passing satisfactorily in the others,* will be accepted in fulfilment of the conditions of the Minute of 2 April 1853, and will not be disqualified to remain in charge of all pupil-teachers apprenticed to them before the 1st of January 1855.

EUCLID.—(First Section.)

(Three Hours allowed for this Paper.)

1. If two triangles have two sides of the one equal to two sides of the other, each to each, and have likewise the included angles equal, then their bases or third sides shall be equal, and the two triangles shall be equal, and shall have also their other angles equal, each to each, namely, those to which the equal sides are opposite,

2. Parallelograms on the same base and between the same parallels are equal to one another.

3. In any triangle, if the square of one of the sides is equal to the squares of the two other sides, the angles contained by those sides is a right angle.

4. If a straight line be divided into any two parts, the squares of the whole line and of one of the parts are together equal to twice the rectangle contained by the whole line and one of the parts, together with the square of the other part.

5. To construct a square equal to a given rectangle.

6. If a straight line passing through the centre of a circle bisect another not passing through the centre, it shall cut it at right angles; and if it cuts it at right angles it shall bisect it.

7. The angle in a semicircle is a right angle; the angle in a segment greater than a semicircle is less than a right angle: and the angle in a segment less than a semicircle is greater than a right angle.

8. To inscribe a circle in a given square.

ALGEBRA.—(Second Section.)

1. Add together—

$$(a+x), \quad 2(x-a), \quad \text{and } \tfrac{1}{2}x,$$

and from $(x-y)^2$ take $\overline{x+y} \cdot \overline{x-y}$.

2. Reduce to its simplest form the expression—

$$\frac{2}{2x-2a} - \frac{2}{x^2-a^2} - \frac{1}{x+a}.$$

3. Find the square root of—

$$x^4 + 6ax^3 + a^2x^2 - 24a^3x + 16a^4.$$

4. Solve the following equations:—

$$(a)\quad \left.\begin{array}{l} \frac{3x}{2} - 5 = 9 - \frac{x}{4} \end{array}\right\}.$$

$$(b)\quad \left.\begin{array}{l} 4x + 6y = 82 \\ 7y - 3x = 42 \end{array}\right\}.$$

$$(c)\quad \left.\begin{array}{l} \frac{10-x}{2x} = \frac{x+5}{x} \end{array}\right\}.$$

5. Coals are now 25 per cent. dearer than they were a few months ago. If they should rise 2*s.* 6*d.* per ton, they would be selling at 15*s.* per ton. What was their original price?

6. A stock-broker, who had purchased 160 railroad shares, sold 120 of them at their full value, 30 at one half, and the remainder at one fifth of their value,—losing thereby 2,300*l.* What did they cost him in the first instance?

MENSURATION AND MECHANICS.—(THIRD SECTION.)

1. Explain the usual method of levelling, with the use of back and fore-sights on staves.
2. Find the cubical contents of a school-room of the following dimensions, viz., area 50 ft. by 18 ft., height to eaves 12 ft., height to ridge 20 feet.
3. The diameter of a shilling is $\frac{1}{16}^{5}$ of an inch, and the diameter of half-a-crown is $1\frac{1}{4}$ inch,—how much larger is the surface of one than the surface of the other?
4. How many tons of coals will an engine of 12 horse-power raise in an hour from a pit, the depth of which is thirty fathoms?
5. In the common lever, when the power and the weight are on opposite sides of the fulcrum at unequal distances, and they exactly balance each other, show that they are to each other inversely as their distances from the fulcrum.
6. In what time will a stone let fall from the top of a tower 150 feet high reach the ground?

(No. 9.)

CERTIFICATED TEACHERS IN SCOTLAND.

GENERAL EXAMINATION FOR CERTIFICATES OF MERIT.

ABERDEEN, AUTUMN, 1854.

All your answers are to be written on this paper. Answers written on any other paper will not be looked over.

You are not permitted to answer more than one question in each section.

Before beginning your answers, you are to fill up the following table.

Your Christian Name, Surname, and Age.	*The Name of your School, and of the nearest Post Town.*	*If trained at a Normal School, state its Name, and the Month and Year in which you entered it.*	*If you have left the Training School, the Month and Year in which you left it.*

RELIGIOUS KNOWLEDGE.

(Three Hours allowed for this Paper.)

Section 1.

1. Give a short account of the institution of the Passover, and of the time and manner of the celebration of it.
2. Describe briefly the construction of the Ark of the Covenant. State what it contained and give a short history of it.
3. Give an account of the building of the second temple at Jerusalem, with its subsequent history, and of its condition in the time of our Saviour.

Section 2.

1. What is a *miracle?* Mention some of the miracles performed by our Saviour.
2. Define a *parable,* and mention some of those spoken by our Saviour, with the particular lesson to be drawn in each case.
3. Define *prophecy.* Give some account of the prophecies contained in the Book of Daniel, with the circumstances of their fulfilment.

Section 3.

1. Quote passages from Scripture enforcing the duty of prayer. Mention any striking examples from Old Testament History of the performance of this duty.

2. Illustrate from Scripture the character and offices of the Holy Spirit.

3. Give a statement of the difference between *justification* and *sanctification*, with proofs of Scripture.

Section 4.

1. Give a biographical account of John the Baptist. Quote any prophecies from the Old Testament referring to him.

2. Give a sketch of the religious and political condition of the Israelites in the time of the Judges, as shown by their history at that period.

3. Write a life of the Prophet Elijah, mentioning the religious state of the Israelites in his time, and the miracles which he performed.

GRAMMAR.

(Three Hours allowed for this Paper.)

Section 1.

1. Define *noun, verb, adverb.* Name the different sorts of each, with examples.

2. Give a list of nouns (1) that have no singular, (2) that have no plural, (3) that have the singular and plural alike. Give an example of a noun (1) as a *subject*, (2) as a *predicate*.

3. Classify adjectives (1) that do not denote quality, (2) that do not admit of comparison, (3) that are compared irregularly. What affix *lessens* the signification of the positive?

Section 2.

1. What errors in grammar and pronunciation are common among your pupils?

2. What are the various means you adopt to correct these errors?

3. Correct such of the following sentences as are ungrammatical, giving reasons for the corrections:—

The news is true. Whom do you think he is? Myself am weak. We saw six sail. Will I give you this book? The general advanced with 10,000 *horse. I tell ye. Scarcely had the rain ceased than the sun broke forth. Of all others this is the most powerful argument. On all sides there was one unanimous cry for arms. The ship whose masts you see is the Wellington. He never has and never can succeed. That host with their banners at sunset were seen. The cities who aspired to liberty are sunk beneath iron oppression.*

Section 3.

Write a prose paraphrase of the following passage—

"'Tis pleasant by the cheerful *hearth* to hear
Of tempests and the dangers of the deep,
And pause at times and feel *that* we are safe:
Then *listen* to the perilous tale *again*,
And with an eager and suspended soul,
Woo terror to delight us. *But* to hear
The roaring of the raging elements,—
To know all human strength, all human *skill*,
Avail not,—to look around and only see
The mountain-wave incumbent, with its weight
Of bursting waters, o'er the reeling *bark*,—
Ah *me! this* is indeed a dreadful thing:
And he who hath endured the horror once
Of such an hour, *doth* never *hear* the storm
Howl round his home *but* he remembers it,
And thinks upon the suffering mariner."

Section 4.

Scan the above passage, parse the words printed in italics, and show their construction with other words in the passage.

Section 5.

Name the works that you would recommend in the formation of a school library.

GEOGRAPHY AND POPULAR ASTRONOMY.

(Three Hours allowed for this Paper.)

Section 1.

1. Assign to their respective countries the following towns, viz. :—Varna, Riga, Trieste, Dresden, Buenos Ayres, Benares, Teheran, Vera Cruz, and Marseilles.

2. Draw an outline map of England, and lay down the Rivers, Thames, Severn, and Tyne; and the Capes, Flamborough Head, St. Bees Head, South Foreland, Start Point, and Spurn Head.

3. (*a*) Name the rivers which have their sources in European Russia, and the seas into which they respectively fall. (*b*) Trace the course of the largest and mention any particulars regarding it.

Section 2.

1. Name the towns on the Rhine in their order, beginning with Schaffhausen.

2. Draw an outline of Spain and Portugal, indicating the mountain ranges, and tracing the rivers.

3. A vessel sails on a coasting voyage from Quebec to Valparaiso. Name (*a*) the countries passed; (*b*) their capitals; (*c*) their forms of government.

Section 3.

1. What rivers flow into the Mediterranean, and what are its principal seaports?

2. State what you know regarding the manufactures and commerce of Belgium.

3. Name the mineral productions of England, as nearly as you can in the order of their importance, and the counties in which they are found.

Section 4.

1. How was Palestine divided (*a*) after the conquest by the children of Israel; (*b*) after the death of Solomon; (*c*) in the time of our Saviour?

2. Name, and give the exact position of the celebrated plains and valleys of Palestine.

3. State what you know regarding the climate and natural productions of Palestine. Quote any texts of Scripture referring to the subject.

Section 5.

(For Male Candidates.)

1. How would you explain and illustrate to a class the terms Snow-line, Watershed, and Isothermal-line?

2. Upon what do the volume and velocity of rivers depend? Illustrate your answer by examples.

3. Describe the physical features, climate, inhabitants, and natural productions of Australia.

Section 6.

(For Male Candidates.)

1. Explain the phases of the moon, illustrating your remarks by a figure.

2. Distinguish (*a*) the sidereal day; (*b*) the solar day; (*c*) the mean solar day; (*d*) the lunar day.

3. Describe parallax and aberration. By whom, and when, was the latter discovered?

Section 7.

(For Female Candidates only.)

NATURAL HISTORY.

1. Into how many classes has the animal kingdom been divided? Specify these.

2. State what you know regarding the geographical distribution of wheat, barley, rye, and the potato.

3. Write out full notes of a lesson on one of the following animals:—
1. The camel. 2. The sperm-whale. 3. The hippopotamus. 4. The wolf.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

1. Explain the process of *borrowing* in subtraction.

2. Divide 685711 by 57, explaining each step of the operation.

3. What number is represented by 123 in a system of notation in which 6 is the radix, instead of 10, as in the common system?

Section 2.

1. What sum of money would be received from 471 persons, each of whom subscribed 4*l.* 7*s.* 1*d.*?

2. Divide 2050*l.* 16*s.* 3*d.* equally among 471 persons.

3. If a sovereign be worth 25¼ francs, what will be the value of a five franc piece?

Section 3.

1. Find the rent of 19 acres 1 rood 8 poles, at 1*l.* 1*s.* 8*d.* per acre.

2. Required the value of 123$\frac{4}{7}$ cwts. of sugar, at 1*l.* 19*s.* 8*d.* per cwt.

3. Of two workmen, who are paid by time and in proportion to their skill, one receives 35*s.* for 6 days' work: in what time will the other, whose skill is to the skill of the former as 198 to 165, earn 33*s.*?

Section 4.

1. Find the product of the sum and difference of the two fractions $\frac{13}{4}$ and $\frac{11}{3}$.

2. Divide 44·8 by ·056, and ·056 by $\frac{4}{125}$.

3. Reduce each of the decimals ·234 and ·266 to a vulgar fraction in its lowest terms, and add the two fractions together.

Section 5.

1. In what time will 75*l.* 10*s.* 5*d.* amount to 97*l.* 5*s.* 5*d.* at 4 per cent. per annum simple interest?

2. Find the discount on 103*l.* 13*s.* $\frac{4}{5}$*d.*, due two years hence, at 4 per cent. compound interest.

3. A person invests a certain sum in the 3 per cents. when they are at 96¾; had he waited until they had fallen to 96½ he would have obtained 16*l.* more stock; how much money did he invest, ⅛ per cent. being charged for brokerage?

Section 6.

1. Distinguish between book-keeping by single entry and book-keeping by double entry, and explain the advantages of each over the other under different circumstances.

2. Give examples of the headings and entries on both sides of the books used in double entry.

HISTORY.

(Three Hours allowed for this Paper.)

Section 1.

1. Write notes of a lesson on the reign of Henry VIII., or (2.) On that of Richard III., or (3.) On that of George III.

Section 2.

Assign events in English history to the following dates:—

1. 451, 1066, 1189, 1264, 1314, 1346, 1388, 1513, 1522, 1588.
2. 1605, 1649, 1660, 1678, 1694, 1704, 1714, 1745, 1776, 1783.
3. 1800, 1801, 1805, 1807, 1809, 1815, 1832, 1837, 1847, 1854.

Section 3.

1. Write a short account of David II. of Scotland, stating particularly the circumstances under which he was taken prisoner by the English?
2. In what reigns did Shakspeare, Milton, Johnson, Byron, Scott, Marlborough, Wolsey, Strafford, Nelson, Wellington, and Peel flourish.
3. How were the relations of England and Scotland affected by the union of (1) the crowns, and (2) the kingdoms?

Section 4.

1. When and by whom was the Court of Session instituted? State what you know of its present organization.
2. Sketch the history of "national education" in Scotland.
3. Compare the "rights" enjoyed by a subject of William I. King John, Charles II., and Queen Victoria.

Section 5.

(For Females.)

BIOGRAPHY.

Give a brief life of one of the following persons—
Burns, Cowper, Wallace, Edward III., or James I. of Scotland.

Section 6.

(For Males.)

GENERAL HISTORY.

1. Give a short account of the Turkish Empire from the taking of Constantinople.
2. Give a short account of the rise and progress of the Russian Empire.
3. Give some account of the present war with Russia, mentioning (1) the states engaged; (2) the states in suspense; (3) the probable family or territorial reasons for that suspense.

ALGEBRA.

(Three Hours allowed for this Paper, with that on higher Mathematics.)

Section 1.

1. If $x = \frac{a^2 + b^2 - c^2}{2b}$, find the value of—

$$(a + b)(b - x) + (a - b)(a + x).$$

2. Show that $xy = a(x + y)$,

if $x = \frac{2abc}{ac + bc - ab}$, and $y = \frac{2abc}{ab + bc - ac}$.

3. Add together—

$$\frac{ab(c + x)}{(c - a)(c - b)}, \quad \frac{bc(a + x)}{(a - b)(a - c)}, \text{ and } \frac{ca(b + x)}{(b - c)(b - a)}.$$

Section 2.

1. Multiply
$$x^{\frac{1}{2}} - 2x^{\frac{1}{4}}y^{\frac{1}{4}} + 2y^{\frac{1}{2}} \text{ by } x^{\frac{1}{2}} + 2x^{\frac{1}{4}}y^{\frac{1}{4}} + 2y^{\frac{1}{2}}.$$

2. Extract the square root of
$$\frac{a^2}{4b^2} + \frac{4b^2}{a^2} - \left(\frac{a}{b} - \frac{4b}{a}\right) - 1.$$

3. Find the greatest common measure of
$$6x^3 - x^2y - 7xy^2 + 12y^3 \text{ and } 8x^3 + 2x^2y - 9xy^2 + 9y^3.$$

Section 3.

1. Expand $(1 - x)^{\frac{1}{3}}$ to four terms by the binomial theorem; and find the cube root of 999 to 8 places of decimals.

2. In extracting the square root of a number, show that, when more than half the digits of the root have been obtained by the ordinary rule, the rest may be found by division.

3. Find the number of combinations of n things taken r together.

Section 4.

1. Solve the equations—
$$(1)\ \frac{x-1}{x-3} + \frac{x-10}{x-8} = \frac{x}{x-2} + \frac{x-9}{x-7}.$$
$$(2)\ \frac{3x^2 - 6x + 2}{3x - 1} = \frac{5x^2 - 10x + 6}{5x - 7}.$$

2. The average price of wheat for the six weeks up to 6th May 1854 was 77*s.* 8*d.*, and up to the 13th of May 78*s.* 3*d.*, and the price for the week ending 13th May was 78*s.* 10*d.*; what was the price for the first of the six weeks up to 6th May?

3. If there be twelve competitors for a prize, of whom four are certain to be in the upper half of the list, and four others are certain to be in the lower half, in how many ways is it possible that the list may be arranged?

MECHANICS AND PHYSICAL SCIENCE.

(Four Hours allowed for this Paper.)

Section 1.

1. Having given the direction of the resultant of two forces acting at a point, find its magnitude.

2. The beam of a balance is three feet nine inches in length: a body placed in one scale appears to weigh nine pounds, in the other scale appears to weigh four pounds, find the true weight of the body, and the length of the arms of the balance.

3. Explain the combination of levers used in the Stanhope printing press.

Section 2.

1. Find the ratio of the power and the weight in that system of pullies in which each pulley hangs by a separate string, all the strings being parallel, neglecting the weights of the pullies.

2. Show how to graduate the common steelyard.

3. A given uniform heavy beam A B, moveable in a vertical plane round a hinge at A, is sustained by means of a string fastened at the other extremity B; this string passes over a fixed pulley E, and has a weight P, which hangs freely, attached to its other end; find the position of equilibrium of the beam A B, having given that E is in the same horizontal line with A, and that A E = A B.

Section 3.

1. Enunciate the second law of motion, and explain, clearly, the grounds on which it has been received.

2. Prove the equation $s = \frac{1}{2} f t^2$ where f is a uniformly accelerating force, and s the space described by a particle under its action in the time t.

3. A string having two balls at one end and one at the other, passes over a fixed pulley. After the two balls have descended from rest for three-quarters of a minute, they fall off; how much further will the other ball ascend, the balls being supposed all equal?

Section 4.

1. Give the experiment by which it is shown that fluids press equally in all directions.

2. Describe the common hydrometer, and compare the specific gravity of two fluids by means of it.

3. Prove that the elastic force of air at a given temperature varies inversely as the space occupied by it.

Section 5.

1. Explain, by means of a figure, how a person sees the reflection of an object in a plane mirror.

2. Explain, clearly, how a simple convex lens magnifies an object.

3. Describe the common astronomical telescope on the simplest construction, and draw a figure showing the passage through it of a pencil of rays from a distant object.

Section 6.

1. State, as nearly as you can, the component parts of air and water.

2. Explain how a person is enabled to set himself in motion, and to increase that motion, on a common swing, supposing him unable to touch the ground.

3. Carbonic acid is expressed by the formula $C O_2$, and water by $H O$; explain, precisely, the meaning of these symbols.

AGRICULTURE.

1. Write out a calendar of the farmer's work in the months of April and November.

2. What is the chemical constitution of bone dust? For what soils is it best suited as a manure, and in what manner should it be applied?

3. Name the principal varieties of soils, and the crops for which they are respectively best adapted.

EUCLID.

(Three Hours allowed for this Paper.)

Section 1.

1. If two angles of a triangle be equal, the sides also which subtend, or are opposite to them, are equal.

2. Bisect a given rectilineal angle. Find a point in a given line which shall be at the same perpendicular distance from two given lines.

3. If two triangles have two sides of the one equal to two sides of the other, each to each, but the angle contained by the two sides of the one greater than the angle contained by the two sides equal to them of the other, the base of that which has the greater angle is greater than the base of the other. Why is the side which is not the greater of the two chosen in the construction? Draw a figure in which Euclid's proof fails when this precaution is not taken, and give a proof in this case.

Section 2.

1. Equal triangles on the same base, and on the same side of it, are between the same parallels.

2. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by those two sides is a right angle.

3. Divide a straight line into two parts, so that the rectangle contained by the whole and one of the parts shall be equal to the square of the other part.

Section 3.

1. The angles in the same segment of a circle are equal.

2. If from a point without a circle two straight lines be drawn, one of which cuts the circle and the other touches it; the rectangle contained by the whole line which cuts the circle and the part of it without the circle is equal to the square of the line which touches it.

3. Define similar figures, and prove that equiangular triangles are similar.

Section 4.

1. If a quadrilateral be bisected by each of its diagonals it is a parallelogram.

2. If in two circles two diameters be drawn parallel to one another, the lines joining the extremities of the diameters will all pass through the same point, in whatever direction the diameters be drawn.

3. When is a line perpendicular to a plane? When are two planes at right angles to one another? If a straight line be at right angles to a plane, every plane which passes through it shall be at right angles to the same plane.

MENSURATION.

Section 1.

1. Explain the method of finding by duodecimal multiplication the area of a rectangle, the sides of which are given in feet and inches.

Ex.—How many square feet and inches are there in a table which is 12 ft. 7 in. long and 3 ft. 9 in. broad?

2. The area of a rectangular room is 29 yards 3 inches, and length of one side is 5 yds. 1 ft. 9 in., find the length of the other.

3. A spiral staircase winding four times round a vertical axis, 50 feet high, is bounded by a cylinder with the same axis and a radius of a yard, find the quantity of carpet required to cover the stairs.

Section 2.

1. Find the area of a regular hexagon, each of the sides of which is 10 inches.

2. The longest side of a triangle is 17 inches and the shortest 16, show that the area of the triangle must lie between 120 and 115 square inches.

3. The convex surfaces of a cone and a cylinder on the same circular base, and of the same height, are equal to one another; find the ratio between the height and diameter of the cylinder.

HIGHER MATHEMATICS.

(Four Hours allowed for this Paper.)

Section 1.

1. Show in what cases the division of a fraction will terminate in a finite decimal.

2. State and prove the rules for the addition—subtraction—multiplication—and division of decimals.

3. Explain the use and method of pointing in extracting the square root of a number partly integral and partly decimal.

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(Four Hours allowed for this Paper.)

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1. Show in what cases the division of a fraction will terminate in a finite decimal.

2. State and prove the rules for the addition—subtraction—multiplication—and division of decimals.

3. Explain the use and method of pointing in extracting the square root of a number partly integral and partly decimal.

Section 2.

1. If a : b :: c : d, and a is the greatest, and d the least, show that a + d is greater than b + c.
2. Insert 5 arithmetic means between 9 and —21, and continue the series of which two consecutive terms are—3 and 2 to 3 terms on each side.
3. Show how to transform a number from a scale whose radix is r to a scale whose radix is r'.

Transform 71·305 from scale 8 to scale 11.

Section 3.

1. Prove that Sin. $\overline{A - B}$ = Sin. A Cos. B — Cos. A. Sin. B.
2. In a plane triangle one side is 562 feet long, another is 320 feet, and the included angle is 120°, find the remaining side and angles.
3. Show how the sine of an angle not exactly found in the tables may be found. Under what circumstances does the method fail?

Section 4.

1. In a parabola the principal semi-parameter is an harmonic mean between the segments of any chord drawn through the focus.
2. Find the locus of the middle points of any number of parallel chords in an ellipse; and define conjugate diameters.
3. In the hyperbola show that S P ~ H P = 2 A C.

Section 5.

1. Define a differential coefficient; and find that of each of the following quantities x^3, $m x^2$, $a + 3 x^2$, $\sqrt{a^2 - x^2}$, $\log_e x$, cos. x, $\Phi(a - bx)$.
2. Find the solid content of the greatest cylinder which can be cut out of a given sphere.
3. Prove that the solid content of a paraboloid of revolution cut off by a plane at right angles to the axis is equal to half the content of a cylinder on the same base and of the same height.

LANGUAGES.

(Four Hours allowed for this Paper.)

1. Translate *literally* one of the following passages:—

Ἐγγίζοντος δὲ αὐτοῦ ἤδη πρὸς τῇ καταβάσει τοῦ ὄρους τῶν Ἐλαιῶν, ἤρξαντο ἅπαν τὸ πλῆθος τῶν μαθητῶν χαίροντες αἰνεῖν τὸν θεὸν φωνῇ μεγάλῃ περὶ πασῶν ὧν εἶδον δυνάμεων, λέγοντες "Εὐλογημένος ὁ ἐρχόμενος βασιλεὺς ἐν ὀνόματι Κυρίου· εἰρήνη ἐν οὐρανῷ καὶ δόξα ἐν ὑψίστοις." Καί τινες τῶν Φαρισαίων ἀπὸ τοῦ ὄχλου εἶπον πρὸς αὐτόν· "διδάσκαλε, ἐπιτίμησον τοῖς μαθηταῖς σου." Καὶ ἀποκριθεὶς εἶπεν αὐτοῖς, "Λέγω ὑμῖν ὅτι ἐὰν οὗτοι σιωπήσωσιν, οἱ λίθοι κεκράξονται."

Parse ὄρους, ἐπιτίμησον, κεκράξονται.

Explain the construction of ἐγγιζόντος, ἤρξαντο, ὧν.

Ἔσσεται ἦμαρ ὅτ' ἂν ποτ' ὀλώλῃ Ἴλιος ἱρὴ,
καὶ Πρίαμος, καὶ λαὸς ἐϋμμελίω Πριάμοιο·
ἀλλ' οὔ μοι Τρώων τόσσον μέλει ἄλγος ὀπίσσω,
οὔτ' αὐτῆς Ἑκάβης, οὔτε Πριάμοιο ἄνακτος,
οὔτε κασιγνήτων, οἵ κεν πολέες τε καὶ ἐσθλοὶ
ἐν κονίῃσι πέσοιεν ὑπ' ἀνδράσι δυσμενέεσσιν,
ὅσσον σεῖ' ὅτε κέν τις Ἀχαιῶν χαλκοχιτώνων
δακρυόεσσαν ἄγηται, ἐλεύθερον ἦμαρ ἀπούρας·
καὶ κεν ἐν Ἄργει ἐοῦσα, πρὸς ἄλλης ἱστὸν ὑφαίνοις,
καὶ κεν ὕδωρ φορέοις Μεσσηίδος ἢ Ὑπερείης,
πόλλ' ἀεκαζομένη, κρατερὴ δ' ἐπικείσετ' ἀνάγκη·

Parse ὀλώλῃ, and distinguish the 1 perf. and 2 perf. of the verb.
Conjugate the verb of which πέσοιεν is a part.
Give the common Greek forms of ἦμαρ, πολέες, σεῖο, ἀπούρας.

2. Translate literally *one* of the following passages:—

Bello Helvetiorum confecto, totius fere Galliæ legati, principes civitatum, ad Cæsarem *gratulatum* convenerunt; *Intelligere* sese, tametsi pro *veteribus* Helvetiorum injuriis populi Romani ab iis pœnas bello repetisset, tamen eam rem non minus ex usu terræ Galliæ quam populi Romani *accidisse:* propterea quod eo consilio, florentissimis rebus, domos suas Helvetii reliquissent, uti toti Galliæ bellum inferrent, imperioque *potirentur*, locumque domicilio ex magna copia deligerent, quem ex omni Galliâ opportunissimum ac fructuosissimum judicassent, reliquasque civitates stipendiarias haberent. Petierunt, uti sibi concilium totius Galliæ in diem certam indicere idque Cæsaris voluntate facere *liceret;* sese habere quasdem res quas ex communi consensu ab eo petere vellent.

Parse the words in italics.

Change the sentence from "*intelligere*" to "inferrent" into the form of direct address.

Est ut *viro* vir latiùs ordinet
Arbusta sulcis, hic generosior
Descendat in Campum petitor,
Moribus hic meliorque famâ
Contendat, illi turba clientium
Sit major: æqua lege Necessitas
Sortitur insignes et imos,
Omne capax movet urna nomen.

Destrictus ensis cui super impiâ
Cervice *pendet*, non Siculæ dapes
Dulcem elaborabunt saporem,
Non avium citharæque cantus
Somnum reducent. Somnus agrestium
Lenis virorum non humiles domos
Fastidit umbrosamque ripam,
Non Zephyris agitata *Tempe*.

Parse the words in italics.

Explain the words *campum, urna, Siculæ*, in connexion with the clauses in which they occur.

3. Translate the following passage:—

Qui ne sait avec combien de larmes Marie s'éloigna de cette terre chérie? Elle eût désiré que les vaisseaux anglais, dont on lui avait fait peur, s'approchassent à temps pour la forcer de rentrer dans le port. Au déclin du jour, elle voyait encore parfaitement les côtes de France: le temps était calme, elle espéra les voir encore le lendemain. Pour ne pas perdre cette dernière consolation, elle voulait coucher sur le pont. 'Eveillée dès l'aube du jour, elle vit ou crut voir les côtes de la France, et répéta long-temps avec des sanglots: Adieu, France, adieu pour jamais! France, je ne te verrai plus!

Parse "s'éloigna," and decline this tense through all the persons.

Conjugate the verbs *voulut, vit, crut.*

MUSIC.

(Four Hours allowed for this Paper.)

Section 1.

1. Explain and illustrate, as to a class, the use of the *stave*, with the reason for restricting it to five lines, and the addition of *leger lines.*

2. Show the notes in the natural scale major and minor, and the position of the semitones, mentioning any regular variety in this position.

3. With the meaning of the word *clef*, show the several clef marks and their use. Say whether the same clef always indicates the same note or pitch, and, if it do so, explain its apparent removal from one line to another of the series from which the stave is taken.

Section 2.

1. Show the progression of the *sharps* and *flats*, with the corresponding key notes, major and minor.
2. Say why the two scales are called respectively *major* and *minor*, and show the relation between them, both when the signature, as to sharps or flats, is the same, but the tonic or key note different, and when the key note is the same but the signature different.
3. Illustrate the mode of reckoning intervals. Show the meaning and application of the terms *diatonic* and *chromatic*, and correct a common error in the use of the word *note* with reference to intervals.

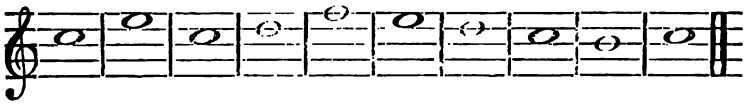
Section 3.

1. Say what is meant by *tonic, dominant, subdominant*, and *dominant seventh*.
2. Show the alphabetic names of the notes corresponding to the syllables, *do, re, mi, &c.*, when *do* is held as representing always the same note in pitch; and say what these syllables represent, when *do* may stand for *any* note in the alphabetic or fixed series.
3. State, with your reasons, what you consider to be the best training or course of exercise for enabling children to sing really from the notes and at sight.

In addition to the exercise selected, you may explain the more usual signatures of time.

Section 4.

1. Write common chords to all the notes in the scale of *C* or *Do* major, and say which notes, in any major scale, bear major chords and which minor; also, in any minor scale, which notes bear major chords, and which minor.
2. Write a bass part to the scale in C major, and deduce from it a rule, in simple terms, for the guidance of your pupils.
3. Harmonise the following passage in two, three, or four parts:—



In addition to the exercise selected, you may show the several positions and inversions of the common chord.

SCHOOL MANAGEMENT.

(Three Hours allowed for this Paper.)

Section 1.

1. How would you organize a school of 60 children from 3 to 12 years of age? What apparatus and books would you consider necessary?
2. What advantages are derived from accurate school registers? What form of register do you prefer? State your reasons.
3. Show, by a diagram, the arrangement of the classes, and of the forms and desks you would prefer, in organizing a mixed school of 180 children from 5 to 15 years of age, with the aid of an assistant and two pupil-teachers in *their first and third* years respectively.

Section 2.

1. What means do you consider the best fitted to secure order and discipline in a mixed school?
2. What do you understand by order, discipline, and method? Distinguish organization and classification.
3. State the distinctive features of the ***simultaneous***, the ***elliptical***, and the ***individual*** methods of teaching. For what subjects are they respectively suited? Give your reasons.

Section 3.

1. Explain fully how you would give elementary lessons, in
   1. Reading and spelling, or
   2. Geography and history, or
   3. Arithmetic and writing.
2. How would you arrange the school-work of a pupil-teacher, so that a thorough knowledge of all the details of school management might be acquired during his apprenticeship?

Section 4.

1. What do you understand by "notes of a lesson?" Illustrate your answer by writing full notes of a collective lesson on one of the following subjects:
   1. On web-footed animals. 2. On the ocean. 3. On the atmosphere.
   4. On the aurora borealis. 5. On the seasons.
   6. On the distinction between animal and vegetable life.

GAELIC.

(Three Hours allowed for this Paper.)

Section 1.

Translate into English one of the following passages, and parse, with syntax, the words in *italics*:—

1. "*Thuit* iad sìos o thaobh an tréin
   Mar dhà *mheall* dubh do cheò 'san iar,
   An uair tha maduinn *chuin* 'sa bheinn,
   'S a sheallas *eatorra* fèin a' ghrian—
   Glan-bhoillsgeadh air chraig nan càrn:
   Dorcha tha 'n aomadh dubhadh thall
   Gu lòn *nan cuilc* mall fo'n tòrr."
2. "'Nuair dhealraicheas Criosd 'na *thighin* a rìs
   A chruinneach' nam *fìrean* suas
   'Nsin *bheir* thu do léum *thoirt* coinneamh dha féin
   Mar iolair nan *speur* aig luath's.
   'Nuair dh'éireas tu 'n àird, grad chuiridh ort fàilt,'
   A' mhealtuinn a chàirdeis féin,
   Gun *dealach*' gu bràth r'a *chomuun*, no 'ghràdh
   A steach ann am *Pàrras* Dhé."

Section 2.

Translate, and parse, with syntax, the words in italics.

Air a' chuigeadh là de'n *ghealaich* a choimhead mi naomh a réir gnàth mo ***shinnsir***, an déigh dhomh *mìonnlad*, agus *m'ùrnuigh-mhaidne* a chur suas dhìrich mi ri beanntaibh àrda *Bhagdait* chum a chuid eile de'n là a bhuileachadh ann an co-chainnt ri m'chridhe féin, agus ann an urnuigh dhiomhair.

3. With the meaning of the word *clef*, show the several clef marks and their use. Say whether the same clef always indicates the same note or pitch, and, if it do so, explain its apparent removal from one line to another of the series from which the stave is taken.

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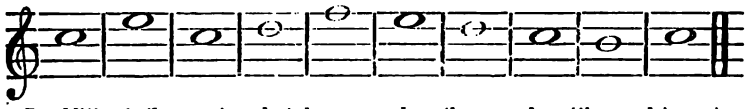

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(Three Hours allowed for this Paper.)

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1. How would you organize a school of 60 children from 3 to 12 years of age? What apparatus and books would you consider necessary?
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   1. On web-footed animals. 2. On the ocean. 3. On the atmosphere.
   4. On the aurora borealis. 5. On the seasons.
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GAELIC.

(Three Hours allowed for this Paper.)

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Section 3.

Translate into Gaelic—

1. "Who hath measured the waters in the hollow of his hand, and meted out heaven with a span, and comprehended the dust of the earth in a measure, and weighed the mountains in scales, and the hills in a balance?"

2. "One man"—"two men"—"three men"—"twenty men"—"a hundred men;" and describe and illustrate any peculiarity in the plural form of nouns qualified by numerals.

Section 4.

1. How are adverbs formed from adjectives in Gaelic?

2. What cases are governed respectively by the indicative and infinitive moods of an active verb? Explain the apparent anomaly herein presented in Gaelic grammar.

3. What is the root of the Gaelic verb; what tenses has it; what errors against English idiom are, accordingly, apt to be committed by those who habitually speak Gaelic; and how would you provide against these errors in a Highland school?

N.B.—*The same papers were used for the examination of male and female candidates, with the exception of the two following papers on* domestic economy *and* arithmetic, *which were used for the* females *specially.*

DOMESTIC ECONOMY.

(Three Hours allowed for this Paper.)

Section 1.

1. Give directions for keeping the air in a sleeping apartment in a wholesome condition.

2. Account for the difficulties experienced in keeping apartments at once *warm* and *well-aired*, and mention some means employed for overcoming them.

3. Mention the chief points to be kept in view by a working man in the choice of a house, and the proportion which the rent should bear to his income.

Section 2.

1. Explain the nature of *soap* and the way in which it acts in cleansing.

2. Mention the various natural substances of which *clothes* are formed and their comparative advantages.

3. Write heads of a lesson on *dress* as indicating the *character* of a young woman.

Section 3.

1. Give rules for preserving butter, eggs, and milk.

2. State the advantages, in regard to health and economy, of different ways of cooking butcher's meat.

3. How should the preparation of farinaceous food be varied with regard differences of age and health, (*e. g.*) for infants, adults, and invalids.

Section 4.

1. Give directions for the making of poultices, and mention the purposes for which they are used.

2. How may mustard be employed for medical purposes?

3. Describe the symptoms of croup and measles, and the manner in which they ought to be treated.

ARITHMETIC.

(Three Hours allowed for this Paper.)

Section 1.

Explain distinctly the various steps in the working of one of the following questions:—

1. Add together 3645, 578, 67893, and 36.
2. If 27 men perform a piece of work in 32 days, in what time will 12 men do it?
3. Find the sum of $\frac{3}{5}$, $\frac{4}{7}$, and $5\frac{1}{2}$.

Section 2.

1. Divide 115 yds. 2 qrs. by 3 yds. 2 qrs.
2. If 15 reapers in 12 days earn 27*l.*, in what time will 6 reapers earn 18*l.*?
3. Divide $1125\frac{3}{16}$*l.* among 3 men and a boy, giving a boy $\frac{2}{3}$ of a man's share.

Section 3.

1. Find, in as many different ways as you can, the price of 56 yards of cloth at 17*s.* $11\frac{1}{2}$*d.* per yard.
2. Required the difference and product of ·0825 and ·0625.
3. What principal will amount to 720*l.* 6*s.* 6*d.* in four years. at three per cent. compound interest?

Section 4.

1. Reduce $\frac{9}{11}$, $\frac{11}{16}$, and $\frac{13}{24}$ to equivalent decimal fractions.
2. Find the square root of 937024.
3. A, B, and C together, can build a wall in 12 weeks; C can do it alone in 24 weeks, and A in 34 weeks. In what time could B do it?

Section 5.

1. What books are most essential in book-keeping by single and double entry respectively?
2. What do you understand by "sundries," "real accounts," and "fictitious or nominal accounts."
3. Distinguish the terms "trial balance" and "general balance." Explain the method of forming the latter.

Algebra, or Euclid.
Mechanics.

Special Subjects for the Second Year.

Physical Science.
Higher Mathematics, *or* Latin.

Teachers who have completed their 35th Year may choose whether they will take the First or the Second Year's Subjects.

Teachers who have not completed their 35th Year must pass for the First Year, and will not be certificated thereupon higher than the third degree of merit. In order to exceed that rating they must pass for the Second Year on a subsequent occasion.

Schedule C.

Subjects for the Third Year.

The Bible generally.
The Evidences of Christianity.
School Management.
Vocal Music.
Drawing.

In addition to the above subjects, Students of the Third Year will be examined in *one* of the following subjects, at their option. They will be required to specify the subject at the commencement of the third year.

1. Mental Science as applied to education.
2. Experimental Science (especially as applied to manufactures and agriculture).
3. Higher Mathematics.
4. Languages (ancient or modern), as a means of intellectual discipline.
5. History.

N.B.—A paper on Welsh, and a paper on Gaelic, are presented to such Teachers as desire to work them with a view to service in Welsh or Highland Schools. The marks given for these papers go towards the number required for a Certificate, and, therefore, may help to raise the degree of it when added to those obtained in the common elementary subjects.

ranged order?

Whether graphic?

Whether addressed to the understanding of the children?

Whether they are likely to carry away much or little of it?

Examination,

Whether animated?

Whether judicious?

Whether patient?

Illustration,

Whether by drawing, or otherwise?

* The rest of the School income must be derived from *School-pence*, un[less] the whole, be derived from *voluntary contributions*. Their Lordships w[ill] special Report in favour of any self-supporting School which may appe[ar] No funds derived from any *permanent Endowment*, whether local or gen[eral] life of the Donor.

† If the Master and Mistress of a School are man and wife, or brother [and] with a joint Salary, and each or one of them seeks a Grant of Augment[ation] supposed division) to fulfil in *each* case the conditions of the Grant to w[hich] the house or lodgings rent-free, or the money equivalent, will only have to [be] as belonging to *both* or *either* of them.

be furnished to Trustees or Managers of
are necessary for a

r with such other Documents as are necessary for rustees or Managers of Schools who

he inspection of the School to take place within one year; and, if the it of Her Majesty's Inspector does not harmonize with the date at rtificate or entered upon his School, he will receive a proportionate

made for the first year only. The Rule is, that Augmentation Grants of Twelve Months, such periods being reckoned from the month Majesty's Inspector in one year to the same month in the following r Schools in the course of one of these periods will not be allowed e incomplete period.

TIME AND PLACE OF EXAMINATION.

The first step to be taken by teachers in harge of Elementary Schools who desire to examined for Certificates is to request the anagers of their Schools to apply to the ommittee of Council. All correspondence ith the Committee of Council must be conected by the Managers of the School in hich the Teacher is engaged.

Teachers who have left Normal Schools subject to Inspection under the authority of the Committee of Council—	Teachers who have been trained in Normal Schools not subject to Inspection under the Authority of the Committee of Council, or who have not been trained in Normal Schools—	Grants to Normal Schools for every Student trained therein, who, at the Examination of those Institutions by H. M. Inspectors, is classed—		
		At the end of year's residence.	For Students in each Class of Merit.	To be granted to the Treasurer of the College.
				£ s. d.
ay be conveniently assembled at the Annual Examination held at he Normal School in hich they were educated, and may be examined in commonwith he Students. The eachers who have left he School will be expected to give evidence f a higher degree of ractical skill in teaching, and of a deeper nowledge of discipline, organization, and ethod; in other respects, evidence will e required of attainments closely similar a degree to those of he Students in the	May, if found qualified, on application to the Committee of Council, and with the sanction of the Principal, attend the Christmas Examination at one of the Training Colleges under inspection, which are generally opened, by the courtesy of the authorities, to such Teachers, being properly introduced, although they may never have been Students.	First - -	1	20 0 0
			2	16 0 0
			3	13 0 0
		Second -	1	24 0 0
			2	20 0 0
			3	16 0 0
		Third -	1	24 0 0
			2	20 0 0
			3	16 0 0

Two thirds of the above sums will be granted to Female Training Schools for Students who obtain the corresponding Certificates.

At the Council Chamber, Whitehall, the 1st day of March 1855;

BY THE LORDS OF THE COMMITTEE ON EDUCATION, OF HER MAJESTY'S MOST HONORABLE PRIVY COUNCIL.

Teachers in Night Schools.

Read—The following draft circular to Her Majesty's Inspectors of Schools, with enclosures, explanatory of the Minutes affecting night schools:—

SIR,

THE enclosed printed paper* contains the rules and principles upon which my Lords have, for a considerable period, been acting in regard to evening schools.

From this paper you will at once see that the practice of the Committee interposes no difficulty in the way of those schools where a *second* teacher is maintained, such teacher *either* holding a certificate of merit, *or* being an assistant under the Minute of 23 July 1852.†

A second certificated teacher (in addition to the master or mistress of the same department) can rarely be maintained in any but very large and prosperous schools. At the same time, as a night school ought never to be gratuitous, the whole expense of the second certificated teacher need not fall upon the ordinary funds of the day school. This is perhaps the best arrangement wherever it can be effected,—the day school and the night school helping to improve each other.

An assistant teacher, under the Minute of 23 July 1852, may be maintained at little or no expense to the managers in any school under a certificated master where the average attendance exceeds 100 (*see* Minute of 20 August 1853, s. 8).‡ Such an assistant should not be employed in the night school, but in the less important afternoon school, relieving the principal teacher at that time, who thus is ready for the night school in person.

This being the state of the official regulations, a certain number of applications are from time to time brought before my Lords by the promoters of schools, chiefly in rural parishes, praying that the master may be entrusted with pupil-teachers, notwithstanding that he is employed in an evening school without any relief from one of the other school-times on the same day.

With regard to the general question, my Lords continue to think that six hours of active teaching in an elementary school for the children of the poor, together with another hour and a half devoted to the instruction of pupil-teachers, and the time needed for private study, is as much as ought to be required of one teacher; and that, if evening schools are to be developed (as is most desirable and even indispensable), *there must be a corresponding extension or adaptation of the teaching power.*

Several of the most pressing applications might have been prevented by recruiting the school staff pursuant to section 8 in the Minute‡ of 20 August 1853, and the same object may still be occasionally accomplished by means of transfers and exchanges, to be effected with the approval of my Lords.

The only general concessions which my Lords can consent to make are to the following effect, viz.:—(1.) That, in consideration of a night school to be attended on an average by twenty scholars for at least sixty nights in the same year, an assistant be allowed in lieu of an apprentice under a certificated teacher, although the number of day scholars falls below 100. (2.) That, if the master of apprentices has to keep a day school during all the ordinary hours, he shall be recognized in the further charge of an evening school, on condition that he be engaged in giving suitable *industrial* instruction (not common lessons) to the older boys during the afternoons of those days on which he is to conduct an evening school; the younger boys being at the same

* *Minutes* of 1851-2, vol. i., page 74.

† *Minutes of 1852-3, vol. i. p. 10.*

‡ Supra, p. 12.

time handed over to a mistress, who must not only be able to teach the girls to sew, but also to superintend the younger boys when set to work upon the elements of reading and writing. The concession is confined to schools in which the number of children does not exceed 100.

The person who teaches needlework to the girls ought to be of good manners and able to read, use, and pronounce English correctly. In the case last proposed (of her taking the younger boys on certain afternoons) it would be indispensable that she should be a person not only thus qualified, but also able to write fairly. In mixed schools, with an industrial mistress for the girls, Her Majesty's Inspector should always ascertain and report what kind of person is retained in the latter office.

The Inspector should also, in any such case, recommend with more than ordinary earnestness the preparation of lessons at home. The comparative abeyance, in modern elementary schools, of the old-fashioned plan of "setting" the next day's lesson to a class, and of looking for this lesson in school, not to be learnt but, to be "said" (the master's part being to "hear" and to explain it when needful, not to teach it *ab initio* to uninformed and comparatively passive recipients), is nearly enough to account for the evanescent character which is complained of in the instruction of the poor when tested at later periods of life; and, *if the immediate object be to relieve the master*, this relief may be attained the most readily by a partial recurrence to the same independent method.

The appendage of an industrial class to a school in the rural districts is not inconsistent with the half-time system indicated in the Minute of 29 April 1854.* On the contrary, it may be made to serve as a step towards it; more especially if the master be acquainted, not only with the practice, but also with the scientific ground and theory of the work which he teaches. The scientific part of the industrial instruction may be followed in-doors during the winter months, and so also may carpentry.

The enclosed circular† will remind you of the public aid which is offered towards the industrial branches of education, viz.,—one third of the annual cost of tools, one half of the rent of land, and a gratuity of 2*s.* 6*d.* per industrial scholar to the *schoolmaster* in addition to his other payments.

Supposing a separate industrial instructor to be retained, and the master to be entirely released from duty during the industrial occupation, such an arrangement answers all the purposes of an assistant under the Minute of 23 July 1852, in rendering the master available for an evening school; and my Lords grant 5*s.* per industrial scholar towards the salary of the *additional instructor*.

In one or other of the foregoing ways, therefore, the managers of a rural school, with pupil-teachers therein, may organize an evening class, under the master's own superintendence, without difficulty, *e. g.*,—

(1.) If the number of children in attendance at the day school ranges between 50 and 100, and if the number of night scholars exceeds 20, the managers may retain an assistant in the school pursuant to the Minute of 23 July 1852.

(2.) Instead of such an assistant, the managers of any school under inspection may organize an industrial class, to meet in the afternoon under a gardener, superior labourer, or other person competent to instruct the class in the manual work selected; while the girls and younger boys are at the same time employed in school under a mistress competent to teach sewing and the elements of reading and writing.

(3.) If there be not more than two pupil-teachers in the school, and if the number of scholars in average attendance admit of no greater number, the master may *himself* both act as the *industrial instructor* during the afternoon, and may also teach in the evening school on the same days.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

To Her Majesty's Inspector of Schools.

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* *Minutes of 1853–4*, vol. i., page 30. † *Ibid*, page 57.

Read—Representations to the effect that, where, for various reasons, none of the foregoing modes of assistance are readily available in establishing a night school, there is, nevertheless, a class of persons often to be found, who, while engaged in other occupations during the day, are well qualified by inclination and ability to act as teachers in night schools.

Resolved—1. To approve of the foregoing draft, and to order that it be entered upon the Minutes of this Committee.

2. As an alternative to the modes of maintaining night schools pointed out in the circular, to award annual payments not exceeding 10*l.*, nor less than 5*l.*, to teachers in night schools not otherwise remunerated out of the grant for education, on the following conditions:—

a. The sum received in fees at the night school, during the year ending at the date for the Inspector's visit, must equal or exceed the Government grant.

b. The night school must be in connexion with a day school in receipt of annual grants from the Parliamentary Fund for education.

c. The teacher of the night school must be able to produce certificates of good character, and of practical aptitude for teaching, as the condition of his being recognized in the first instance by the Committee of Council.

d. Her Majesty's Inspectors will be instructed to report upon the qualifications of teachers in night schools with special reference to the requirements of the locality, *e. g.*, navigation in sea-ports, geology in mining districts, &c.; and such teachers will be required to write one or more suitable exercises in the presence of the Inspector.

e. Teachers of night schools must be at least twenty years of age, and under forty, at the time of appointment.

f. Her Majesty's Inspector will report annually on the attainments of the teacher, and on the efficiency of the night schools; and certificates will be required from the managers to the effect that the teacher has held the night school on sixty occasions at the least, and has given satisfaction by his character, conduct, and attention to duty, during the preceding year.

g. Where the night school is mixed, such teacher must be a married man; where it is attended by females only, a female; and where by males only, a male.

h. Any teacher in a night school, having served therein to the satisfaction of this Committee, upon the report of Her Majesty's Inspector for one year, may attend the examination (Minute of 20 August 1853, s. 13)* for

* *Supra*, p. 13.

registration, and, on passing it, will be allowed a Queen's scholarship of 20*l.* or 25*l.* to any training school under inspection which (with the consent of the managers) he may select; the amount of the scholarship to depend upon his passing to the extent required under the Minute of 2 April 1853 (Capitation), or to the extent required for the instruction of pupil-teachers.*

i. The teacher in a night school, after three years service under inspection to the satisfaction of this Committee, and being upwards of thirty years of age, may be examined for a certificate of merit; such certificate not bearing any pecuniary value until the holder be in charge of an elementary day school, fulfilling the usual conditions of augmentation.

APPOINTMENTS OF INSPECTORS OF SCHOOLS.

(Copied from London Gazette of Friday, November 17, 1854.)

At the Court at Windsor, the 14th day of November 1854;

PRESENT—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint *John Gordon*, Esq., to be one of Her Majesty's Inspectors of Schools in Scotland.

(Copied from London Gazette of Friday, May 4, 1855.)

At the Court at Buckingham Palace, the 1st day of May 1855;

PRESENT—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased, on a representation of the Right Honorable the Lords of the Committee of Council on Education, to appoint the Reverend *Henry Boothby Barry*, M.A., Michel Fellow and Chaplain of Queen's College, Oxford, to be one of Her Majesty's Assistant Inspectors of Schools.

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* *Supra*, p. 13 and p. 84.

APPOINTMENT OF NEW COMMITTEE OF COUNCIL ON EDUCATION.

(Copied from Second Supplement to London Gazette of Tuesday, February 27, 1855,—published Wednesday, February 28, 1855.)

At the Court at Buckingham Palace, the 28th day of February 1855;

PRESENT—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint—

The Right Honorable the *Lord President of the Council for the time being;*

The Most Noble the *Duke of Argyll,* Lord Keeper of the Privy Seal;

The Most Honorable the *Marquis of Lansdowne;*

The Right Honorable *John Russell* (commonly called *Lord John Russell*), one of Her Majesty's Principal Secretaries of State;

The Right Honorable *Viscount Palmerston,* First Lord Commissioner of Her Majesty's Treasury;

The Right Honorable *Viscount Canning,* Her Majesty's Postmaster-General;

The Right Honorable *Sir George Grey,* Baronet, one of Her Majesty's Principal Secretaries of State; and

The Right Honorable *Sir George Cornewall Lewis,* Baronet, Chancellor and Under-Treasurer of Her Majesty's Exchequer;—

To be a Committee to superintend the application of any sums voted by Parliament for the purpose of promoting public education.

(Copied from London Gazette of Tuesday, March 13, 1855.)

At the Court at Buckingham Palace, the 10th day of March 1855;

PRESENT—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Right Honorable *Matthew Talbot Baines,* President of the Poor Law Board, to be a Member of the Committee of Council on Education.

(Copied from London Gazette of Tuesday, April 3, 1855.)

At the Court at Buckingham Palace, the 31st day of March 1855;

PRESENT—

The QUEEN'S Most Excellent Majesty in Council.

Her Majesty in Council was this day pleased to appoint the Right Honorable the *Earl of Harrowby*, Chancellor of the Duchy of Lancaster, to be a Member of the Committee of Council on Education.

CORRESPONDENCE, &c.,

On Questions of GENERAL ADMINISTRATION, *and on* BUILDING GRANTS *and* ANNUAL GRANTS.

GENERAL ADMINISTRATION.

Council Office, April 1855. Distribution of future volumes of "Minutes."

The Committee of Council on Education has found it necessary to give notice to all certificated schoolmasters and schoolmistresses, who have hitherto been presented with copies of the annual volume of "Minutes," that, in consequence of the rapid increase in the number of schools under inspection, their Lordships must, after the present year, discontinue this part of the gratuitous distribution.

Should any special regulations be made for the sale of the volumes, due notice will be given thereof.

DECIMAL SYSTEM.

Decimal System for Coinage and for Weights and Measures.

Committee of Council on Education, Council Office,
Downing Street, 31 January 1854.

REVEREND SIR,

I AM directed by the Lord President to bring under your notice the fact that there is a very strong feeling in the country that we should adopt a system of decimals in our coinage, and in our weights and measures. Decimal System.

The strongest objection urged against this change is that it would create misapprehension and distrust in the minds of the people.

The Lord President thinks that you might with advantage call the attention of the principals of training schools to the importance of thoroughly imbuing the students under their charge with such a practical knowledge of decimals* as will enable them to disseminate the information needed to accompany such a change.

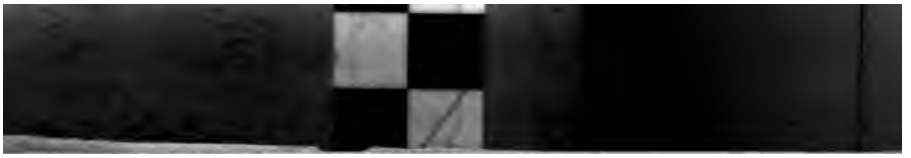
The Lord President thinks that this may be done by personal communication in the course of your next circuit of inspection, and by introducing a few questions that bear upon the subject in the examination papers.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

Rev. H. Moseley, Her Majesty's Inspector of Training Schools.

* The word "decimals" is not confined in this context to decimal *fractions*, or to a knowledge of the decimal *point*. All that is proposed by a decimal system of money, weights, and measures is to get rid of compound arithmetic, and to employ only simple or common arithmetic, *which is decimal*. See articles by Professor De Morgan, in the Companion to the British Almanack, for the years 1841, 1843, 1854.



BUILDING GRANTS.

(No. 1.)

Committee of Council on Education, Council Office,
Downing Street, 16 June 1854.

REVEREND SIR,

As to erection and maintenance of school at sole expense of incumbent without effort to obtain co-operation.

I HAVE the honor to acknowledge the receipt of your letter, dated 12 June 1854, relating to the National school for infants proposed to be erected at B——.

I am directed to inform you that the objections entertained by my Lords are not yet removed.

Their Lordships are unwilling to believe that, in a parish which contains upwards of 1,100 inhabitants, and is rated (1847) to the poor at 3,631*l.* per annum, there is no single owner or resident, except the rector, from whom any subscription whatever can be obtained towards building or maintaining a school.

Their Lordships doubt whether succeeding incumbents can be expected to acknowledge any obligation to sustain an undivided burden of this magnitude.

If a considerable number of the parishioners are interested in such an undertaking, the whole body of them is not changed at once in the same way in which one incumbent is succeeded by another.

My Lords hesitate to encourage a liberality which abandons all effort to obtain co-operation.

My Lords do not gather from your letters that any appeal has been made to the parishioners.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 2.)

Committee of Council on Education, Council Office,
Downing Street, 3 August 1854.

SIR,

Definition of "*local contributions*," under Minute of 2 April 1853.

MY Lords cannot extend the definition of local contributions beyond sums raised from residents, owners of real property, or employers of labour in the district for which the school is intended.

The Minute of 2 April 1853 enlarges the previous measure of assistance, but only for the encouragement of local contributions in the foregoing sense.

It would be impossible for my Lords to admit, without completely overthrowing the principle on which the Minute rests, that the "locality" of a subscription can be determined with reference to any one except the actual donor.

My Lords wish to encourage parishioners to look to themselves for a school, just as much as for the repair of their roads, or the maintenance of their poor.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(No. 3.)

Committee of Council on Education, Council Office,
Downing Street, 12 August 1854.

the cost of procuring, [illegible] make a grant towards
Sundays *only*.

Grants not to day schools.

My Lords assist in promoting no schools except such as are intended to be held daily. Their Lordships, however, distinctly recognize and provide for the use of *such* school premises on Sundays.

You will judge, from these explanations, whether you can bring your case within the rules of this Department.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

(No. 4.)

Committee of Council on Education, Council Office,
Sir, Downing Street, 15 October 1854.

In reply to the inquiry contained in your letter of the 3rd instant, as regards the liability of the above-named school to be assessed to the poor-rate, I am directed to state that their Lordships' Counsel has given it as his opinion that, if any of the school children pay for their education, the school building is assessable to the poor-rate, on the same terms as any other tenement.

Liability of school buildings to be assessed to *poor-rate*.

I have the honor to be, &c.
(Signed) R. R. W. Lingen.

(No. 5.)

Extract from Letter dated 19 *January* 1855.

Committee of Council on Education, Council Office,
Downing Street.

* * * *

Their Lordships' Architect reports that there are some items in the estimate which appear to be of the nature of simple restorations and repairs, such as are properly chargeable upon current expenditure, and form part of that general maintenance of the school which the promoters, on applying for public aid towards its erection, undertook to provide. Painting is certainly such an item; and so are all expenses which admit of being stated only as miscellaneous.

Grants not made for simple repair, but only for extension or improvement of existing school-houses.

* * * *

ANNUAL GRANTS.

(No. 1.) *Drawing Exercises.*

Committee of Council on Education, Council Office,
Downing Street, June 1854.

SIR,

I ENCLOSE herewith forty-eight copies of four alternative exercises in elementary drawing (twelve copies of each exercise). These copies are forwarded with reference to the Minute of 26 January 1854.*

One exercise only is intended to be given to each pupil-teacher. Four sets of such exercises are forwarded, in order to enable you to vary them in different schools.

The exercises should be proposed *in those schools only* where you have reason to believe that the *pupil-teachers* have received special instruction in drawing from *competent instructors.*

If the instructor in any given case be not the master or mistress of the apprentices, but the teacher of a drawing-school in connexion with the Department of Science and Art, the passages marked A. are applicable.† You are referred to them for information; but the Committee of Council does not assume any duty in giving effect to them, beyond proposing and transmitting the exercises.

If, on the other hand, the pupil-teachers shall have received their instruction in drawing from their own master or mistress, the passage marked B. applies; and the addition to the usual gratuity will be forwarded to the teacher of the apprentices whose exercises are approved.‡

Teachers of elementary schools may obtain certificates of competency to teach drawing, *either* directly from the Department of Science and Art, *or* by attendance at the examinations for certificates or registration, which will, in future, include suitable exercises in drawing. Teachers already registered or certificated will be allowed to attend, for the purpose of working the exercise in

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* Minutes of 1853–4, vol. i., p. 36.

† Extract (A) from letter addressed to Department of Science and Art :—

"With a view to facilitate the commencement of such instruction during the apprenticeship itself, the Lord President thinks that apprentices might be received, for instruction in drawing, at half the fees charged to other persons. His Lordship would be prepared to place suitable examples in the hands of H.M. Inspectors, with instructions to afford an opportunity of working them to every apprentice who should produce due evidence of his having attended a drawing class during the preceding twelve months.

"The exercises worked would reach this office with the rest of each apprentice's papers, and would be transmitted to the Department of Science and Art from time to time in convenient numbers, and so much money as answered to the remaining half of the fees, in the case of each apprentice whose exercise was approved, might be placed by the Department out of its funds to the credit of the several drawing masters who had instructed each such apprentice. The instructors of such apprentices as failed would receive only the half fee already paid to them."

"Pupil-teachers will be admitted to study and practise at any schools in connexion with the Department of Science and Art, at a cost to themselves of only half the ordinary fees payable for instruction."

‡ Extract (B) from same letter :—

"The Committee of Council on Education will place a value on these Certificates of Competency. Every teacher who obtains a full second year's Certificate for Drawing, will be allowed to receive an addition of £1 a year to his annual allowance from the Committee of Council on Education for every pupil-teacher (up to a maximum of 3*l.*) who is instructed by him in drawing, and who satisfies the Department of Science and Art with his annual progress."

drawing only. Until they shall have done so, they will derive no pecuniary benefit on account of their apprentices from the Minute of 26 January 1854.

The whole of the exercises in drawing from each school should be filed loosely together with a piece of silk twist through the left-hand upper corner, folded evenly in half, and placed *in the same envelope with, but not attached to*, the rest of your report. You are not required to review, but simply to authenticate by your signature, the exercises in drawing.

You will act upon your own discretion in declining to forward such exercises as are plainly destitute of merit.

Not less than three quarters of an hour, nor more than one hour, should be allowed for working this exercise.

In cases where candidates are to be examined in drawing, you will learn by experience how the requisite arrangement may best be made. In some cases you will yourself be able to arrive an hour earlier, or stay an hour later, than the ordinary inspection of the school would otherwise require; or, again, as at collective examinations, you may require the candidates in drawing to arrive, or to remain, before or after the hour fixed for the rest. You will meet the wishes of the Committee of Council in the administration of this Minute in proportion as, giving due effect to it, you do not reduce the number of schools which you are expected to visit. The chief waste of time is likely to arise from candidates who have not had the opportunity of becoming so far proficient as to justify examination. I am therefore to refer you again to the preceding paragraphs on this subject, and to beg that you will interpret them strictly.

For some time to come you will probably not find much to do pursuant to these instructions (except in a few of the larger towns), beyond making them known from school to school; and so much I am to request that you will be careful to effect. Twenty-five copies of the Minute are herewith enclosed for the purpose.

I have the honor to be, &c.

To Her Majesty's Inspector of Schools. (Signed) R. R. W. Lingen.

(No. 2.)

Reply to an Inquiry as to Examination in Latin.

Committee of Council on Education, Council Office,

Reverend Sir, Downing Street, 10 October 1854.

Latin examination

In reply to your letter of the 28th ultimo, inquiring whether the students of the second year who elect to be examined in Latin, instead of the Higher Mathematics, will be tried in passages taken from certain specified authors, I am instructed to state that the authors will *not* be specified.

The Latin exercise, being accepted in lieu of one which goes to a considerable extent in mathematics, ought to be of a searching character.

The passages will not be selected with a view to Roman history or antiquities, but with a view to ascertain whether the candidates can *construe* (in the full sense of that term) ordinary Latin sentences.

You will see from Mr. Moseley's letter* that the examination in this instance is intended to turn upon language. The grammar and the dictionary, therefore, will furnish answers to all that will be asked upon these papers.

The questions will not extend so far as paragraph 3 under the head of English grammar and composition for the same year.†

The object is to familiarize the student with the structure of a second language. A few chapters of prose, and a few hundred lines of verse, should be read with this sole object, from some classic, by the students who take the Latin exercise.

I have the honor to be, &c.

(Signed) R. R. W. Lingen.

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* *Supra*, p. 16. † *Supra*, p. 20.

(No. 3.)

Circular Letter to Her Majesty's Inspector of Schools, as to Grants to Schools of Industry.

Committee of Council on Education, Council Office,
Downing Street, 18 October 1854.

SIR,

Industrial training.

You are aware that my Lords have defined two classes of Industrial Schools, viz. :—

1. Appendages to common elementary schools, and,
2. Substantive establishments in which labour is the first consideration.

Schools of the second of these classes are commonly organized under a schoolmaster, more or less of the ordinary kind, with one or more workmen under him, who are specially charged with the labour of the boys.

The same remarks apply, *mutatis mutandis*, to girls.

My Lords are frequently asked by the managers, on receiving the grant of 10*s.* per scholar, whether they must appropriate the sum to the industrial instructors, exclusively of the superintendent, and in addition to their stipulated salaries; or whether they must include the superintendent in such distribution; or whether, lastly, they may appropriate the sum at their own discretion in support of the school.

With regard to the superintendent's claims, my Lords have decided (Minutes of 1853–4, Vol. I., p. 59), that he must fall under the ordinary rules concerning augmentation of salary. If, therefore, he be not certificated, my Lords do not interfere to appropriate any payment to his benefit.

With regard to the workmen, my Lords would not make the grant of 10*s.* per head on account of any school in which such instructors were not retained in addition to the superintendent. Their presence is required to constitute the industrial character which the school must bear. Their Lordships do not, however, require that the grant shall be appropriated as an augmentation to the salaries of these workmen.

The grant of 10*s.* per head has been calculated, as you will see from the passage last quoted in the Minutes of 1852-3, on the principle of allowing nearly the same amount of annual support to *industrial* as to *other* schools. The greater costliness of industrial schools (arising under the head of clothes, food, or lodging) constitutes a charge which my Lords do not see fit to admit upon the fund voted for education. Regarded as places of instruction, these schools are aided to an equal extent with the rest.

The payment of 10*s.* per scholar belongs to the managers as part of the general funds of the school, and it rests with them to dispose of it at their discretion. It would generally be a good plan to give the superintendent and instructors a direct interest in obtaining the Government grant, as (for instance) by stipulating with them for certain salaries, to be increased by five or ten per cent. provided the grant be obtained.

With regard to the last paragraph in the Circular of 26 August 1850 (as now printed in Minutes of 1853–4, Vol. I., p. 57), the grant of 2*s.* 6*d.* per scholar contemplates those cases in which the master or mistress of a common elementary school (without other assistance) manages an industrial class, and the money is paid, *like the gratuity for instructing pupil-teachers, or like the augmentation*, in the teacher's own name. On the other hand, the grant of 5*s.*, though still applying to common elementary schools, contemplates a more fully developed and independent plan of industrial teaching, and is paid, *like the grant of* 10*s. herein-before considered, or like the capitation fee under the Minute of 2 April* 1853, to the managers, for them to apply at their own discretion.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

(No. 4.)

Letter inquiring as to Assistance to be expected towards establishing Schools of Industry.

SIR, Torquay, 6 June 1854.

BEING much interested in the subject of industrial training, and desirous of introducing the system into the schools of the parish where I reside, I take the liberty of requesting information from you in the matter. The points on which I shall solicit your reply are these:— Industrial training.

1. Whether their Lordships' have reason to approve of a mixed system of education in agricultural parishes, *i.e.*, instruction in reading, writing, and arithmetic during part of the day, the remainder being devoted to training the boys for their future career as labourers, having under cultivation a sufficient portion of land to be more or less remunerative, and whether you can refer me to instances where the system has been attended with a visible improvement in the skill of agricultural labourers, and the general condition of the parish where it has been tried.

2. Whether their Lordships would sanction any and what grant towards the establishment of such a school, for the purchase of tools, &c., *beforehand*, and if so, to what set of regulations the school would be amenable, and to what precise amount of Government inspection and control.

3. In addition, I shall feel thankful by being informed what plan of education *on the whole* their Lordships have found reason to consider most practically useful in country parishes, or in other words which has been proved most conducive to fit children for the due performance of the duties of their future lives. Of the justness of the abstract principle of industrial training I cannot allow myself to entertain a doubt, but there may be, and probably are, practical difficulties in the way which it is impossible for an inexperienced person to foresee. I shall feel obliged for any reference you can give me to the reports of their Lordships' Inspectors, or other documents which bear upon the subject.

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I have the honor to be, &c.
(Signed) W. W. ADDINGTON.

Reply to foregoing Letter.

Committee of Council on Education, Council Office,
SIR, Downing Street, 10 June 1854.

ADVERTING to your letter of the 6th instant, I am directed to request your attention to the reports in the enclosed volume of the Minutes of 1852–3, and particularly to the reports by the Rev. H. W. Bellairs and the Rev. J. P. Norris.

I am also to bring under your notice the enclosed Circular* to Her Majesty's Inspector, and the form of report annexed thereto.

The whole question is ably discussed, under all its aspects, by Mr. Moseley, in the volume for 1848–49–50, and my Lords incline to think that a rural system of half-time, such as he indicates at page 13, is the most promising of ultimate success.

Their Lordships are not able to point to any considerable experiments of this plan at present (the course hitherto followed having been rather in the direction of appending field-gardens to common schools), but their Lordships

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* Minutes of 1853–4, vol. i., p. 57.

have just submitted a Minute to Parliament, for the encouragement of a half-time system in the rural districts, by accepting 88 instead of 176 days of attendance, under the Minute of 2 April 1853, in the case of boys over ten years of age, who shall attend at school and at work according to such intervals as my Lords may, in each case, approve.*

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

The Hon. W. W. Addington, Up Ottery, near Honiton.

(No. 5.)

Circular Letter to Her Majesty's Inspectors of Schools, as to their Reports Applications for Retiring Pensions.

Committee of Council on Education, Council Office,
Downing Street, 30 October 1854.

SIR,

As to reporting on applications for retiring pensions.

I AM to request that, in reporting upon applications for retiring pensions, you will be careful to inform my Lords of the particular circumstances which justify an expectation that the school will be efficiently maintained after the removal of the teacher for whom a pension is sought.

The engagement at the bottom of p. 3, in the enclosed form†, appears to have been signed, in several instances, with very little attention to its meaning. I may mention that in one case this engagement was signed without comment, although the available income of the school was returned (a little higher up in the same paper) as 18*l.* 13*s.* 9*d.* per annum. In others the Inspector's report upon the school, in some contemporary document, often furnishes an immediate contradiction.

The points on which my Lords desire to have the specific opinion of Her Majesty's Inspector, in the pension report, are (as has been already stated in the Minutes of 1853–4, Vol. I., p. 59):—

1. Whether the teacher now incapacitated has rendered such *good service in school* as, all things considered, deserves some public acknowledgment on his or her removal.

It is peculiarly difficult to decide satisfactorily upon reports which give a favourable impression of general character, but leave it doubtful whether the applicant was ever fit to be a teacher.

Considering that the number of these pensions is limited (Minutes, 1851–2, Vol. I., p. 25), and that the required years of service under inspection are coming to be fulfilled in a constantly increasing number of schools, it becomes of much importance not to admit upon the list cases which may, at no distant time, serve only to exclude others of superior merit.

My Lords will ordinarily refuse pensions in those cases where the Inspector does not report any positive degree of professional merit.

2. Whether the school shows any trustworthy promise of becoming efficient.

If Her Majesty's Inspectors regard their power of recommendation as strictly limited by their instructions to these two considerations, they will be relieved from the embarrassment which any opening for mere charity cannot fail to create in the discharge of this public duty.

Under the first head, the judgment should be charitable, but it should not rest upon charity alone.

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* Minutes of 1853–4, vol. i., p. 57.
† Minutes of 1851–2, vol. i., p. 80 (latter part of Certificate).

Under the second head, the materials of a favorable judgment should be rigorously scrutinized before it is recorded in the pension report.

You will do well to bear in mind, and to inform the managers of schools, that, after a pension has been awarded, an annual report will be called for from Her Majesty's Inspector, before each instalment of the pension is paid. In most instances the school is under inspection with reference to some other annual grant, but, if this be not so, it is assigned to a particular month in the Inspector's list, with reference to the pension only, which is liable to be withdrawn if either of the conditions on which it has been granted fail. The pensioned teacher is regarded in the same light as the teacher in receipt of augmentation, viz., as one of the means of securing an efficient school.

The difficulty which has been experienced in deciding upon several recent cases, induces my Lords to desire your particular attention to these instructions.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

(No. 6.)

Extract from Letter of Instructions, dated 6 December 1854, to Her Majesty's Inspectors charged with conducting Examinations for Certificates and Queen's Scholarships,—with a view to detect and prevent instances of collusion between Candidates.

Prevention of collusion between candidates at collective examinations.

IT is probable that, in many instances, the number of candidates attending will render it impossible to leave so much space between the writers as is desirable.

I am to request that you will peruse the Minutes of 1851-2, Vol. I., pages 112-124, and that, on the first occasion of meeting the candidates, you will explain the purport of that correspondence, dwelling on the fact that the penalty applies equally to those who give or receive clandestine assistance.

My Lords have received information which leads them to think that instances of copying and of unfair assistance (by the introduction of books, and by application to other candidates), during the examinations for certificates of merit, have not been so uncommon as they would willingly have supposed.

You will be careful, therefore, *not* to announce at the end of each sitting what is to be the next paper, and you will state, in addition to the caution which you have already been directed to communicate, that proved complicity, *of any kind or degree whatever*, in dishonest conduct of this description, will be visited with the same penalty as the direct form of the offence.

You should call upon the candidates to co-operate with you in exposing any such instances of fraud.

You will also be good enough to explain that, as all the papers on the same subject are read over together, there is little or no chance that delinquency of this kind will escape detection.

You will, at the end of the examination, transmit a list of the names *in the order of sitting*. Such a list is often wanted in deciding upon cases of copying. This also you should explain.

The penalty (three years exclusion from any recognition by the Committee of Council) will be inflicted with the same uniformity as heretofore. It has never yet, in a single instance, been waived or remitted; nor will it be so in such cases as may for the future occur.

(Signed) R. R. W. LINGEN.

To Her Majesty's Inspector of Schools, &c.

(No. 7.)

Replies to Inquiries as to Employment of Pupil-Teachers on Sundays.

(*a.*)

Committee of Council on Education, Council Office,

REVEREND SIR, Downing Street, 4 November 1853.

Employment of pupil-teachers on Sundays.

PUPIL-TEACHERS are subject like other scholars to the regulations of the schools in which they are apprenticed.

As the managers are parties to the indentures, it is presumed that the regulations of the school will not be inconsistent with the spirit of any of the provisoes contained in the indentures.

My Lords do not consider that it rests with them to decide more specifically upon the question proposed in your letter.

It is generally part of a master's office in schools connected with the Church of England to conduct a Sunday school. It is not unreasonable, therefore, that apprentices in such schools should practise this part of their future duties. At the same time their employment ought not to be made an exception to the Sunday's rest, and therefore it would be advisable to divide, as far as possible, the hours of duty on that day among them.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(*b.*)

Committee of Council on Education, Council Office,

REVEREND SIR, Downing Street, 4 July 1854.

Employment of pupil-teachers on Sundays.

IN reply to your letter of the 26th ultimo, my Lords can only state that pupil-teachers must comply with the general rules of the schools in which they are apprenticed.

My Lords are not aware that Sunday forms any exception to this general principle. At the same time my Lords would be sorry to find that any teacher's or apprentice's duties on that day were such as to deprive him of the rest enjoyed by other workers.

The point now at issue is not one on which my Lords would be disposed to interfere between the managers and the apprentices. The managers have power to refuse the certificates on which payment of the annual stipends depend, or to terminate the engagement under the last clause in the indenture.

In deciding upon the apprenticeship of new candidates, my Lords might be influenced by the recollection that such disputes had been prosecuted to extremity.

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

(*c.*)

Committee of Council on Education, Council Office,

REVEREND SIR, Downing Street, 27 October 1854.

Employment of pupil-teachers on Sundays.

PUPIL-TEACHERS are subject, like other scholars, to the regulations of the school in which they are apprenticed.

It is a common practice in schools connected with the Church of England to form the choir from among the scholars, and for the parochial clergyman to direct all the proceedings of the school on Sundays.

It is undoubtedly for the interest of the pupil-teachers that they should acquire a practical knowledge of Church music; for it is often made a con-

dition of engaging a schoolmaster that he shall be able to superintend the formation of a choir, and to guide it in performing the Services.

My Lords have not before them any copy of the trusts or rules under which the school of ———— is managed, but, judging from other instances, it appears to be a question entirely within the limits of your own discretion to decide whether the pupil-teachers of your school shall sing in the choir, and under whose guidance.

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

(No. 8.)

Inquiry as to Rule for finding Average Attendance (Minutes of 1853–4, Vol. I., p. 18, note *).

South Kilworth National School.

17 January 1855.

HAVING adopted the new style of school registers, as recommended in the Minutes of 1853–4, I find it stated in the said volume, page 18, that, in order to find the weekly average attendance, the totals of all the columns (morning and afternoon) should be added up, and then divided by *ten*, while, in the separate copy of the Minute of 2 April 1853, which I received some time since, the direction given is to divide by *two*. As this will make a material alteration in the returns in the registers, may I beg the favor of an explanation. Registration of attendance.

* * * *

Extract from Reply to foregoing Inquiry.

South Kilworth National School.

Committee of Council on Education, Council Office
Downing Street, 20 January 1855.

SIR,

I AM directed to inform you, in reply to your letter of the 17th instant, that,— Rule for finding average attendance.

1. The difference to which you advert in the rule for finding the average attendance is apparent only.

The rule as first printed (*two* being the divisor) was confined to indicating that each day's attendance was denoted by half (not the whole) of the sum of its two columns; *e.g.*, morning attendance, 100; afternoon attendance, 88; day's attendance,—2)188(94.

The rule did not go on to specify the rest of the process, viz., that, if an average of five such days (one school week) has to be ascertained, the sum of the attendances must be further divided by five.

The rule is better stated, therefore, by making ten the divisor at once instead of two and five separately.

* * * *

I have the honor to be, &c.
(Signed) R. R. W. LINGEN.

(No. 9.)

Letter relating to Selection of Training School by Queen's Scholar.

SIR, Chester, 29 January 1855.

ALLOW me to ask whether my Lords would discountenance the following case, by refusing to permit it?—

A certain number of Queen's scholars have written to me that it is their intention to come to this training school. Upon Saturday, without any reason assigned, I am informed by letter that ————, of the ———— National school, does not intend to act up to his written promise, but is going to some other training school. It seems to me that these youths should be taught that their pledged word is or ought to be law, and that, inasmuch as the training school bound itself to receive each Queen's scholar whose name was directed to be entered, so also the Queen's scholar is bound by the same claims of honour and integrity.

I name the case, not for the sake of a Queen's scholar more or less in this or any other training school, but, because thus in early life teaching youths to set so lightly by truth, and easily, and without even the expression—much less the feeling—of regret, to disregard their written, or even spoken word, cannot be otherwise than injurious to all right principle.

With my Lords alone rests the remedy, by refusing to sanction this Queen's scholar at any other training school, or the encouragement, by tacitly overlooking what appears to me to be a serious offence.

I remain, &c.

(Signed) ARTHUR RIGG,
Principal.

The Secretary of the Committee of Council on Education.

Reply to foregoing Letter.

Committee of Council on Education, Council Office,

REVEREND SIR, Downing Street, 5 February 1855.

ADVERTING to your letter of the 29th ultimo, I am directed to request your attention to the passage marked * in the enclosed copy of the Minute of 25 July 1850, and to Sections 1 and 10 in the Minute of 20 August 1853.†

In the interval between those two minutes, the number of Queen's scholars being limited, the practice was that a pupil-teacher, in selecting the college where he would sit for examination, thereby practically selected the college at which he would enter as a Queen's scholar if he succeeded. The Queen's scholarship answered, in fact, to an open college scholarship at one of the Universities.

This system was intended to have the effect of giving an option, to each pupil-teacher, either of encountering greater competition at one of the temporarily popular colleges, or of getting in more easily at another.

Mr. Moseley, however, continued to press upon the attention of the Committee of Council that the rule worked so as to let in a class of Queen's scholars at some colleges inferior to those who failed at others, and that, in this way a number of promising youths were annually lost to the profession.

Accordingly, when the restriction upon the number of Queen's scholars was removed, the examination at the same time was deprived of its official

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* Minutes of 1850–1, vol. i., p. xviii. "On the selection of one training school rather than another, their Lordships must wholly decline to offer any advice, *suggestion*, or opinion whatever, to the friends and patrons of apprentices."

† *Supra, p. 10 and p. 12.*

and on Building Grants.

... college. The pupil-teacher nominated as a connexion ... now nominated *at large*, and not as a Queen's scholar of *St. Chester.*

Under these circumstances, my Lords must leave the authorities of each college to settle with the pupil-teachers or their friends the terms on which they will allow candidates for Queen's scholarships to attend; and, although my Lords would visit any positive fraud or deception with their displeasure, they cannot interfere with common changes of intention.*

I have the honor to be, &c.

(Signed) R. R. W. LINGEN.

The Rev. A. Rigg,
Principal of the Chester Diocesan Training School, &c.

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* A copy of this correspondence was sent to the managers of the school from which the candidate had come, and they were requested to obtain an apology from him, if they thought he had behaved ill.

FINANCIAL STATEMENTS, &c.

(No. I.)

EXPENDITURE FROM EDUCATION GRANTS.

(TABLE A.)—*Classified according to Object of Grant.*

	For Year ended 31 December 1854.	Comparison with Year ended 31 December 1853. Increase.	Comparison with Year ended 31 December 1853. Decrease.	From 1839 to 31 December 1854
	£ s. d.	£ s. d.	£ s. d.	£ s. d.
In building, enlarging, repairing, and furnishing ELEMENTARY Schools	43,412 4 11	17,311 9 8	- - -	509,493 6 7½
In building, enlarging, repairing, and furnishing NORMAL or TRAINING Schools	16,077 3 0	10,098 14 6	- - -	141,355 5 6
In providing BOOKS and MAPS	1,782 15 4	- - -	1,111 19 6	14,470 16 0½
In augmenting Salaries of CERTIFICATED Schoolmasters and Schoolmistresses	37,646 15 0	10,869 4 2	- - -	114,343 4 2
In paying Salaries of ASSISTANT TEACHERS	2,634 17 6	2,553 16 8	- - -	2,715 18 4
In paying the stipends of PUPIL-TEACHERS, and gratuities for their special instruction	138,355 10 10	- - -	684 13 2	520,765 3 7
In CAPITATION Grants (*under Minute of 2 April* 1853)	5,957 7 8	5,957 7 8	- - -	5,957 7 8
In Annual Grants to NORMAL Schools	39,394 4 2	20,197 4 11	- - -	111,067 13 1½
INDUSTRIAL Schools	890 9 6	699 3 8	- - -	1,489 9 10
PENSIONS	147 1 8	8 15 0	- - -	425 8 4
Inspection	30,443 14 5	4,183 13 10½	- - -	179,796 2 11
Administration (*Office in London*)*	7,589 0 2½	5,776 7 0½	- - -	24,680 12 8½
Poundage on Post Office Orders	1,007 19 0	105 0 9	- - -	3,507 9 9
Agency for Grants of Books and Maps	497 4 4	- - -	96 16 0	2,706 14 2
Total	326,436 7 6½	77,070 17 11	1,893 8 8	1,633,284 12 9

(TABLE B.)—*Classified according to Denomination of Recipients.*

On Schools connected with—				
CHURCH OF ENGLAND	209,871 3 7	44,046 14 11	- - -	1,090,831 10 2½
BRITISH AND FOREIGN SCHOOL SOCIETY	31,681 4 8½	8,101 9 2½	- - -	148,682 2 8
On WESLEYAN Schools	14,049 8 10½	2,762 13 9½	- - -	60,162 17 5
On ROMAN CATHOLIC Schools (Great Britain)	10,907 12 9½	1,118 4 10½	- - -	35,280 7 9½
On WORKHOUSE Schools	9,882 12 7	375 8 7½	- - -	91,667 5 6
SCOTLAND. On Schools connected with— ESTABLISHED Church	19,193 13 5½	5,345 11 9½	- - -	97,867 4 10½
SCOTLAND. On Schools connected with— FREE Church	21,895 9 1½	7,595 5 7½	- - -	81,640 15 11
SCOTLAND. On Schools connected with— EPISCOPAL Church	1,366 2 3½	701 15 9	- - -	2,359 8 10½
Other Schools	- - -	- - -	46 2 4½	212 6 9½
Administration (as in Table A.)*	7,589 0 2½	5,776 7 0½	- - -	24,680 12 8½
Total	326,436 7 6½	75,823 11 7½	46 2 4½	1,633,384 12 9

* The greater part of this charge used to be borne on the grant for the establishment of the Council Office. The whole is now borne on the grant for education, and that for the Council Office is diminished in proportion.

NOTE.—*The net increase of Expenditure during the year* 1854 *over that of the year* 1853 *is* £75,777 9*s.* 3*d.*

Balance Sheet for Year ended 31 *December* 1854.

Dr.	£	s.	d.	Cr.	£	s.	d.
To balance in hand - -	155,989	13	11½	By grants to schools - -	286,898	9	7
To Parliamentary grant (voted 30 June 1854) - - -	263,000	0	0	By expenses of administration and inspection - - -	39,537	17	11½
				By balance in hand (on 31 December 1854) - - -	92,553	6	5
	£418,989	13	11½		£418,989	13	11½

Balance Sheet from 1839 *to* 31 *December* 1854.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Parliamentary grants -	1,703,000	0	0	By grants to schools - -	1,422,693	13	2½
To balance transferred from Treasury - - -	22,282	2	0	By expenses of administration and inspection -	210,690	19	6½
To repayment of grants -	655	17	2	By balance in hand - -	92,553	6	5
	£1,725,937	19	2		£1,725,937	19	2

(No. II.)

SUMMARY of GRANTS awarded in aid of ERECTION, ENLARGEMENT, or IMPROVEMENTS of SCHOOL BUILDINGS *from* 1 *January to* 31 *December* 1854.

Denominations of Schools.	Number of Schools under each Denomination.	Number of Square Feet of Area provided in Schools.	Total Sum awarded.	Paid up to 31 Dec. 1854.	Not claimed before 31 Dec. 1854.
			£ s. d.	£ s. d.	£ s. d.
NATIONAL or CHURCH of ENGLAND Schools (*Elementary*) - - - -	367	297,320	67,054 4 6	11,869 6 3	55,184 18 3
Ditto (*Normal*) - -	7	- -	2,018 0 0	1,618 0 0	400 0 0
BRITISH, WESLEYAN, and other PROTESTANT Schools *not* connected with Church of England - - - - -	44	26,787	5,958 16 5	1,998 16 3	3,960 0 2
ROMAN CATHOLIC Schools	8	14,006	2,214 0 10	48 0 0	2,166 0 10
Schools in SCOTLAND connected with ESTABLISHED CHURCH -	9	9,785	1,430 5 6	496 0 0	934 5 6
Schools in SCOTLAND *not* connected with ESTABLISHED CHURCH - -	15	16,440	2,703 12 7	1,648 12 7	1,055 0 0
Total - -	450	365,238	81,378 19 10	17,678 15 1	63,700 4 9

MEMORANDUM.

A period of eighteen months from the date of each award is allowed for claiming the payment of Building Grants. Grants for improvement or enlargement, *if exceeding* 50*l.*, may be claimed within twelve months from the date of the award; *if less than* 50*l.*, within six months. Beyond these periods the Committee of Council on Education does not hold itself responsible for payments. From this arrangement it results that a great proportion of the grants for building, or enlargement, improvements, *paid* in each year, were *awarded* in preceding years. *See two following Tables.*

The following Explanatory Table (A.) exhibits, under the foregoing heads, all the *payments made* between 1 January and 31 December 1854, including the foregoing sum of 17,678*l.* 15*s.* 1*d.*

EXPLANATORY TABLE.
(No. II *a.*)

Denominations of Schools.	Number of Schools under each Denomination.	Sums paid.
		£ s. d.
National or Church of England Schools (*Elementary*) - -	241	34,780 4 9
Ditto Ditto (*Normal*) - - -	10	16,106 16 8
British, Wesleyan, and other Protestant Schools, *not* connected with Church of England - - - - - - -	38	4,623 15 11
Roman Catholic Schools - - - - - - - - -	3	848 0 0
Schools in Scotland connected with Established Church -	4	406 0 0
Schools in Scotland *not* connected with Established Church - - - - - - - - - - -	15	2,664 4 3
Kneller Hall - - - - - - - - - - - -	1	570 6 4
Total - - - -	312	60,089 7 11

The following Explanatory Table (B.) exhibits, under the foregoing heads, all the Building Grants (including from the first Table the sum of 63,700*l.* 4*s.* 9*d.*) *remaining unpaid*; and which, not having lapsed before 31 December 1854, may be claimed within the year now current, in addition to those awarded within the year now current.

EXPLANATORY TABLE.
(No. II *b.*)

Denominations of Schools.	Number of Schools under each Denomination.	Grants for Buildings.	Grants of 50*l.* and upwards for Improvements.	Grants under 50*l.* for Improvements.	Total.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
National or Church of England Schools (*Elementary* - - -	282	63,086 3 9	2,056 6 0	1,544 13 2	66,687 2 11
Ditto (*Normal*)	3	3,100 0 0	- - -	- - -	3,100 0 0
British, Wesleyan, and other Protestant Schools *not* connected with Church of England - - - -	28	4,521 3 10	577 12 6	259 1 4	5,357 17 8
Roman Catholic Schools - - -	6	2,022 0 0	144 0 10	- - -	2,166 0 10
Schools in Scotland connected with Established Church -	8	1,614 5 6	- - -	20 0 0	1,634 5 6
Schools in Scotland *not* connected with Established Church -	7	1,055 0 0	- - -	- - -	1,055 0 0
Total - -	334	75,398 13 1	2,777 19 4	1,823 14 6	80,000 6 11

The Parliamentary Estimate for Building Grants, in each year, is calculated with reference to the three foregoing Tables.

(No. III.)

Summary of Grants awarded in aid of purchase of Books and Maps, at reduced prices, *in Year ended* 31 *December* 1854.

Denomination of Schools.	Number of Schools.	Amount of Grants.		
		£	s.	d.
National and Church of England Schools	455	1,151	1	5½
British, Wesleyan, and other Protestant Schools *not* connected with the Church of England	125	387	14	8¼
Roman Catholic Schools	44	148	15	6½
Jews' School	1	4	6	8
Schools in Scotland connected with the Established Church	64	194	18	11½
Ditto ditto Free Church	53	156	0	4½
Ditto ditto Episcopal Church	6	13	8	9½
	748	2,056	6	5

Note.—There are 171 schools not included in the above summary (viz., 78 Church of England, 36 Protestant Dissenting, 2 Roman Catholic, 28 Established Church of Scotland, 26 Free Church, and 1 Colonial School), which have obtained *orders to purchase* books and maps, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education is 9,237*l.* 1*s.* 8½*d.*; which amount is thus made up:—

	£	s.	d.
Grants from Parliamentary Vote	2,056	6	5
Local Contributions	7,180	15	3½
Total	£9,237	1	8½

(No. IV.)

Table showing number of Male and Female Certificated Teachers *actually employed in teaching*; number of Assistant Teachers appointed under Minute of 23 July 1852; and total number of Pupil-teachers under apprenticeship, with number in each year of apprenticeship;—corrected to 31 December 1854.

—	Certificated Teachers.		Assistant Teachers.		Pupil-teachers.											
					1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
England	1,298	835	116	33	839	845	820	705	645	471	471	376	475	303	3,250	2,700
Wales	92	21	2	—	58	36	65	16	31	18	41	19	52	27	247	116
Isle of Man, Guernsey, and Jersey	13	6	—	—	12	7	18	8	6	2	5	5	5	8	46	30
Scotland	456	115	21	—	275	89	265	58	181	49	132	28	104	26	957	250
Total	1,859	977	139	33	1,184	977	1,168	787	863	540	649	428	636	364	4,500	3,096

Certificated Teachers (*employed*)	2,836
Assistant Teachers	172
Pupil-Teachers	7,596

	Obs.
5	40·95
8	38·08
9	17·12
	39·88
4	27·78
8	19·67
	19·9
	22·68
1	34·68
	27·46
6	15·23
2	21·44
	35·9
05	46·47
48	17·81
28	24·05
95	25·02
05	27·03
79	34·85
62	25·58
84	28·18

Index 1

35.96

(No. III.)

Summary of Grants awarded in aid of purchase of Books and Maps, at reduced prices, *in Year ended* 31 *December* 1854.

Denomination of Schools.	Number of Schools.	Amount of Grants.		
		£	s.	d.
National and Church of England Schools	455	1,151	1	5½
British, Wesleyan, and other Protestant Schools *not* connected with the Church of England	125	387	14	8½
Roman Catholic Schools	44	148	15	6½
Jews' School	1	4	6	8
Schools in Scotland connected with the Established Church	64	194	18	11½
Ditto ditto Free Church	53	156	0	4½
Ditto ditto Episcopal Church	6	13	8	9½
	748	2,056	6	5

Note.—There are 171 schools not included in the above summary (viz., 78 Church of England, 36 Protestant Dissenting, 2 Roman Catholic, 28 Established Church of Scotland, 26 Free Church, and 1 Colonial School), which have obtained *orders to purchase* books and maps, without the assistance of any Grant. The total value of the works procured through the Committee of Council on Education is 9,237*l.* 1*s.* 8½*d.*; which amount is thus made up:—

	£	s.	d.
Grants from Parliamentary Vote	2,056	6	5
Local Contributions	7,180	15	3½
Total	£9,237	1	8½

(No. IV.)

Table showing number of Male and Female Certificated Teachers *actually employed in teaching*; number of Assistant Teachers appointed under Minute of 23 July 1852; and total number of Pupil-teachers under apprenticeship, with number in each year of apprenticeship;—corrected to 31 December 1854.

—	Certificated Teachers.		Assistant Teachers.		Pupil-teachers.											
					1st Year.		2nd Year.		3rd Year.		4th Year.		5th Year.		Total.	
	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.	M.	F.
England	1,298	835	116	33	839	845	820	705	645	471	471	376	475	303	3,250	2,700
Wales	92	21	2	—	58	36	65	16	31	18	41	19	52	27	247	116
Isle of Man, Guernsey, and Jersey	13	6	—	—	12	7	18	8	6	2	5	5	5	8	46	30
Scotland	456	115	21	—	275	89	265	58	181	49	132	28	104	26	957	250
Total	1,859	977	139	33	1,184	977	1,168	787	863	540	649	428	636	364	4,500	3,096

Certificated Teachers (*employed*)	2,836
Assistant Teachers	172
Pupil-Teachers	7,596

	One.
5	40·95
8	38·08
9	17·12
	39·88
4	27·78
8	19·67
	19·9
	22·68
1	34·68
	27·46
6	15·23
2	21·44
	35·9
05	46·47
48	17·81
28	24·05
95	25·02
05	27·03
79	34·85
62	25·58
84	28·18

35.96

on Education.

Total.	Average Expenditure† per Scholar in Attendance.	Number of Schools to which this Table refers.	Number of Child in average Attend in those School
£ s. d.	£ s. d.		
35,629 0 8¾	1 5 3¼	123	28,195
26,514 5 9¾	0 19 3¼	241	27,489
30,173 17 6	0 16 3½	325	37,066
20,380 12 3½	0 18 3¾	257	22,260
16,642 7 10¼	0 18 4	159	18,141
14,712 17 10½	0 19 5	151	15,142
35,900 13 0½	1 0 7	256	34,875
24,882 16 2	0 16 7¼	180	29,951
28,032 13 11¼	0 18 3½	275	30,623
9,757 5 2	0 15 0¾	99	12,946
9,038 8 6¼	0 16 8¾	98	10,801
8,456 9 1¾	0 15 6¼	100	10,894
24,002 10 3¾	0 17 3½	175	27,759
18,985 11 9¾	1 1 0¼	109	18,062
12,487 17 4	0 16 8¼	103	14,965
29,758 17 11¼	0 19 8	294	30,252
25,887 12 8½	0 17 5¾	270	29,601
5,038 9 3½	0 15 11½	83	6,314
5,670 4 2½	0 13 4¾	59	8,462
8,859 3 1½	0 10 0¾	99	17,580
90,811 14 9¼	0 18 1¼	3,476	431,378

clusively of Government Grants.

…ODATING; NUMBER of SCHOLARS in

…n …ty …s …ce …een	Character of Schools under Inspection, as reported by Her Majesty's Inspectors.				
	Centesimal Proportion.				
…lic …rate …s …r.	Satisfactory.	Indifferent.	Bad.	Closed altogether, or used only as Sunday Schools.	Not ascertained.
2	65·12	6·6	–	–	28·28
2	50·69	6·11	·5	·68	42·2
7	40·47	26·3	·93	·7	31·6
1	34·75	30·5	1·13	·56	33·06
9	57·92	21·5	·36	1·82	18·4
5	50·33	28·8	·33	—	20·54
3	31·56	24·29	7·06	1·1	31·99
8	55·47	18·11	1·32	·19	24·91
9	56·	26·48	1·58	·6	15·34
1	63·08	16·	·46	·93	19·53
2	54·81	18·6	1·32	2·	23·27
8	50·25	20·8	1·4	·75	26·8

(No. VIII.)

STATEMENT of GRANTS awarded to TRAINING SCHOOLS on account of STUDENTS *holding Certificates of Merit*, and trained during Years 1847 to 1854; and also on account of QUEEN'S SCHOLARS admitted after Examinations at Christmas 1850, 1851, 1852, 1853, and 1854.

	Training School.	1847 to 1853.				1854.			
		Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.	Number of certificated students.	Amount of grant.	Number of Queen's scholars.	Amount of grant.
			£ s. d.		£ s. d.		£ s. d.		£ s. d.
Church of England.	Cheltenham (Male)	146	3,500 0 0	111	2,540 0 0	76	1,164 0 0	83	1,830 0 0
	" (Female)	84	1,256 13 4	51	756 13 4	45	462 13 4	50	736 13 4
	Highbury (Metropolitan)	39	850 0 0	51	1,170 0 0	40	635 0 0	39	850 0 0
	National Society's, at Battersea	191	4,310 0 0	105	2,410 0 0	87	1,432 0 0	89	2,020 0 0
	National Society's, at Chelsea, St. Mark's	227	5,140 0 0	74	1,740 0 0	49	771 0 0	31	675 0 0
	National Society's, at Whitelands	217	3,436 13 4	110	1,670 0 0	81	1,035 6 8	74	1,153 6 8
	National Society's, at Caermarthen	73	1,195 0 0 *711 5 0	30	665 0 0 —	17	243 0 0 —	7	155 0 0
						*10	75 15 0		
	Diocesan, at Brighton	10	140 0 0	5	70 0 0	6	70 0 0	6	90 0 0
	Diocesan, at Caernarvon	13	246 13 4	—	—	17	247 0 0	4	80 0 0
	Diocesan, at Chester	89	1,950 0 0	37	850 0 0	20	332 0 0	18	305 0 0
	Diocesan, at Chichester	18	410 0 0	22	490 0 0	9	137 0 0	9	190 0 0
	Diocesan, at Derby	19	286 13 4	22	326 13 4	18	183 6 8	21	314 13 4
	Diocesan, at Durham	48	1,060 0 0	22	500 0 0	20	322 0 0	19	420 0 0
	Diocesan, at Exeter	36	815 0 0	32	694 0 0	22	374 0 0	24	530 0 0
	Diocesan, at Norwich	9	140 0 0	11	170 0 0	9	110 13 4	5	76 13 4
	Diocesan, at Oxford	31	715 0 0	61	1,325 0 0	37	561 0 0	23	490 0 0
	Diocesan, at Rochester	12	183 6 8	35	513 6 8	34	462 13 4	25	376 13 4
	Diocesan, at Salisbury	63	956 13 4	34	503 6 8	32	453 6 8	19	293 6 8
	Diocesan, at Warrington	65	960 0 0	9	133 6 8	35	498 0 0	28	426 13 4
	Diocesan, at Winchester	24	540 0 0	22	475 0 0	12	173 0 0	12	250 0 0
	Diocesan, at Worcester	18	290 0 0	42	960 0 0	29	483 0 0	18	330 0 0
	Diocesan, at York and Ripon (Male)	105	2,275 0 0	62	1,380 0 0	40	576 0 0	29	600 0 0
	Diocesan, at York and Ripon (Female)	55	659 19 4	24	213 6 8	11	120 0 0	11	170 0 0
	British and Foreign School Society's in the Borough Road (Male)	55	800 0 0	53	1,155 0 0	32	492 0 0	37	810 0 0
	" " " (Female)	17	235 11 2	28	406 13 4	24	270 4 4	29	440 0 0
	Westminster, Wesleyan (Male)	33	705 0 0	36	780 0 0	35	526 0 0	44	965 0 0
	" " (Female)	11	156 13 4	8	113 6 8	17	170 0 0	19	270 0 0
	Home and Colonial School Society's, in Gray's Inn Road, Holborn	159	2,343 6 8	70	1,023 6 8	54	502 13 4	47	728 13 4
	Roman Catholic, at Hammersmith	4	90 0 0	—	—	4	58 0 0	6	133 0 0
	Kneller Hall	103	1,900 0 0 *843 0 0	43	995 0 0	25	422 0 0	—	—
	Established Church in Scotland, at Edinburgh (Male)	26	555 0 0	12	275 0 0	26	395 0 0	18	435 0 0
	" " " (Female)	13	190 0 0	4	60 0 0	15	220 0 0	9	136 13 4
	" " at Glasgow (Male)	25	370 0 0	9	205 0 0	22	485 0 0	12	280 0 0
	" " " (Female)	22	326 13 4	—	—	8	116 13 4	2	33 6 8
	Free Church in Scotland, at Edinburgh (Male)	111	2,365 0 0	31	685 0 0	43	1,000 0 0	35	840 0 0
	" " " (Female)	39	570 0 0	14	293 6 8	25	370 0 0	5	83 6 8
	" " at Glasgow (Male)	71	1,438 6 8	13	285 0 0	25	360 0 0	17	405 0 0
	" " " (Female)	45	670 0 0	4	66 13 4	21	313 6 8	5	76 13 4
	Total	2,308	45,408 8 10	1,297	25,809 0 0	1,132	16,872 12 8	929	18,181 13 4

* Payments on account of scholars holding exhibitions.

(No. IX.)

STATEMENT of RETIRING PENSIONS granted to Teachers of Schools under Inspection who have been rendered incapable by Age or Infirmity of continuing to teach a School efficiently; up to 31 December 1854.*

Name of School.	Amount paid.			Annual Rate of Pension.			Number of Pensioners.
	£	s.	d.	£	s.	d.	
Banbury (Infants), B. S. - - -	†40	0	0	-	-	-	One.
Conway, N. S. - - - - -	88	6	8	20	0	0	One.
Ewell, N. S. - - - - - -	30	0	0	20	0	0	One.
Fitzroy Square (London), B. S. - -	†30	0	0	-	-	-	One.
Leeds, Little Holbeck (Marshall's Factory)	10	8	4	25	0	0	One.
Melksham, B. S. - - - - -	†40	0	0	-	-	-	One.
Nuneaton, N. S. - - - - -	†40	0	0	-	-	-	One.
Pancras, St. Ch. Ch., N. S. - - -	25	0	0	20	0	0	One.
Sheffield, St. Philip's, N. S. - - -	13	6	8	16	0	0	One.
Thurstonland, N. S. - - - -	33	6	8	20	0	0	One.
Warblington and Emsworth, N. S. - -	35	0	0	20	0	0	One.
Westminster (Piccadilly), Offertory School -	40	0	0	20	0	0	One.

* See Minutes of 1846, vol. i., p. 11, and of 1851-2, vol. i., p. 25.
† Special Gratuities, not to be repeated.

(No. X.)

STATEMENT of Grants to SCHOOLS of INDUSTRY, for *Industrial Purposes*, (towards payment of rent, purchase of tools, remuneration of superintendents, &c.); up to 31 December 1854.*

Name of School.	Amount granted.	Date of Payment.
ENGLAND AND WALES.	£ s. d.	
Acton, Industrial	8 0 0	1851
"	10 2 6	1852
"	7 16 0	1853
"	9 15 0	1854
Almondbury, Central Industrial	3 19 3	1852
"	3 0 0	1853
"	7 0 0	1854
Alnwick (Duke of Northumberland's)	1 5 0	1854
Ashton, West, Industrial	16 0 9	1854
Astbury, Industrial	1 15 0	1854
Bath (Sutcliffe), Industrial	46 19 10	1854
Beaumont Place (New Road), Reformatory	118 0 0	1854
Beckley, Industrial	1 4 0	1853
Benson, Industrial	2 5 0	1854
Birmingham, Industrial	3 0 0	1852
"	36 13 4	1853
Bridgnorth, Blue-coat, Industrial	1 5 0	1852
"	5 5 0	1853
"	2 10 0	1854
Brigham (Keswick), Industrial	7 12 6	1853
"	1 1 0	1854
Bristol, St. James', Ragged	8 0 0	1850
"	10 10 0	1852
"	14 10 0	1853
"	51 10 0	1854
Bristol, St. Paul's, Industrial	7 0 0	1852
"	6 0 0	1854
Bristol, Pennywell Lane, Ragged	6 15 0	1852
"	25 2 6	1853
"	14 15 0	1854
Bristol, Lewin's Mead, Industrial	3 0 0	1853
"	3 0 0	1854
Bristol, Educational, Ragged and Industrial	10 15 0	1853
Bushbury, Industrial	3 17 6	1852
"	3 0 0	1853
Caermarthen, Industrial	25 0 0	1853
Cambridge, Industrial	33 8 0	1851
"	18 0 0	1852
"	18 0 0	1853
"	17 15 0	1854
Church Lawton, Industrial	3 15 0	1851
"	3 15 0	1852
"	3 15 0	1853
"	3 0 0	1854
Court-y-Bella, Industrial	8 4 6	1854
Cubington, Industrial	9 15 0	1850
"	9 15 0	1851
"	11 5 0	1853
"	11 10 0	1854
Donnington Wood, Industrial	1 4 1	1852
"	3 0 0	1853
"	2 5 0	1854
Durham, Blue-coat, Industrial	0 12 0	1854
Essington, Industrial	1 11 10	1851
"	2 5 0	1852
"	2 5 0	1853
"	1 17 6	1854
Finchley, Trinity, Industrial	13 15 0	1851
"	10 10 0	1852
"	8 5 0	1853
"	7 2 0	1854
Forthampton, Industrial	1 5 0	1851
"	2 6 4	1852
"	1 15 6	1853
"	4 3 4	1854
Gloucester, Ragged Industrial	69 18 2	1854
Hagley, Industrial	6 5 0	1854

* See Minutes of 1846, vol. i., p. 12., and of 1850-1, vol. i., p. xxi.

(No. IX.)

STATEMENT of RETIRING PENSIONS granted to Teachers of Schools under Inspection who have been rendered incapable by Age or Infirmity of continuing to teach a School efficiently; up to 31 December 1854.*

Name of School.	Amount paid.			Annual Rate of Pension.			Number of Pensioners.
	£	s.	d.	£	s.	d.	
Banbury (Infants), B. S. - - -	†40	0	0	-	-	-	One.
Conway, N. S. - - - - -	88	6	8	20	0	0	One.
Ewell, N. S. - - - - - -	30	0	0	20	0	0	One.
Fitzroy Square (London), B. S. - -	†30	0	0	-	-	-	One.
Leeds, Little Holbeck (Marshall's Factory)	10	8	4	25	0	0	One.
Melksham, B. S. - - - - -	†40	0	0	-	-	-	One.
Nuneaton, N. S. - - - - -	†40	0	0	-	-	-	One.
Pancras, St. Ch. Ch., N. S. - - -	25	0	0	20	0	0	One.
Sheffield, St. Philip's, N. S. - - -	13	6	8	16	0	0	One.
Thurstonland, N. S. - - - -	33	6	8	20	0	0	One.
Warblington and Emsworth, N. S. - -	35	0	0	20	0	0	One.
Westminster (Piccadilly), Offertory School -	40	0	0	20	0	0	One.

* See Minutes of 1846, vol. i., p. 11, and of 1851-2, vol. i., p. 25.
† Special Gratuities, not to be repeated.

(No. X.)

STATEMENT of Grants to SCHOOLS of INDUSTRY, for *Industrial Purposes*, (towards payment of rent, purchase of tools, remuneration of superintendents, &c.); up to 31 December 1854.*

Name of School.	Amount granted.	Date of Payment.
ENGLAND AND WALES.	£ s. d.	
Acton, Industrial	8 0 0	1851
"	10 2 6	1852
"	7 16 0	1853
"	9 15 0	1854
Almondbury, Central Industrial	3 19 3	1852
"	3 0 0	1853
"	7 0 0	1854
Alnwick (Duke of Northumberland's)	1 5 0	1854
Ashton, West, Industrial	16 0 9	1854
Astbury, Industrial	1 15 0	1854
Bath (Sutcliffe), Industrial	40 19 10	1854
Beaumont Place (New Road), Reformatory	118 0 0	1854
Beckley, Industrial	1 4 0	1853
Benson, Industrial	2 5 0	1854
Birmingham, Industrial	3 0 0	1852
"	36 13 4	1853
Bridgnorth, Blue-coat, Industrial	1 5 0	1852
"	5 5 0	1853
"	2 10 0	1854
Brigham (Keswick), Industrial	7 12 6	1853
"	1 1 0	1854
Bristol, St. James', Ragged	8 0 0	1850
"	10 10 0	1852
"	14 10 0	1853
"	51 10 0	1854
Bristol, St. Paul's, Industrial	7 0 0	1852
"	6 0 0	1854
Bristol, Pennywell Lane, Ragged	6 15 0	1852
"	25 2 6	1853
"	14 15 0	1854
Bristol, Lewin's Mead, Industrial	3 0 0	1853
"	3 0 0	1854
Bristol, Educational, Ragged and Industrial	10 15 0	1853
Bushbury, Industrial	3 17 6	1852
"	3 0 0	1853
Caermarthen, Industrial	25 0 0	1852
Cambridge, Industrial	33 8 0	1851
"	18 0 0	1852
"	18 0 0	1853
"	17 15 0	1854
Church Lawton, Industrial	3 15 0	1851
"	3 15 0	1852
"	3 15 0	1853
"	3 0 0	1854
Court-y-Bella, Industrial	8 4 6	1854
Cubington, Industrial	9 15 0	1850
"	9 15 0	1851
"	11 5 0	1853
"	11 10 0	1854
Donnington Wood, Industrial	1 4 1	1852
"	3 0 0	1853
"	2 5 0	1854
Durham, Blue-coat, Industrial	0 12 0	1854
Essington, Industrial	1 11 10	1851
"	2 5 0	1852
"	2 5 0	1853
"	1 17 6	1854
Finchley, Trinity, Industrial	13 15 0	1851
"	10 10 0	1852
"	8 5 0	1853
"	7 2 0	1854
Forthampton, Industrial	1 5 0	1851
"	2 6 4	1852
"	1 15 6	1853
"	4 3 4	1854
Gloucester, Ragged Industrial	69 18 2	1854
Hagley, Industrial	6 5 0	1854

* See Minutes of 1846, vol. i., p. 12., and of 1850–1, vol. i., p. xxi.

Statement of Grants to Schools of Industry, &c.—*continued.*

Name of School.	Amount granted. £ s. d.	Date of Payment.
ENGLAND AND WALES—*continued.*		
Hardwick, Reformatory	37 0 0	1854
Hatfield, Industrial	1 9 3	1854
Hay, Industrial	4 9 0	1854
Henley-on-Thames, Industrial	4 1 2	1852
"	3 15 0	1854
Iffley, Industrial	3 10 2	1854
Ipstones, Agricultural	1 15 4	1851
"	5 5 0	1852
"	5 15 0	1854
Kingswood, Reformatory	36 10 0	1854
Lilleshall, Industrial	2 5 0	1851
"	2 5 0	1852
"	2 5 0	1853
"	2 5 0	1854
Liverpool (Mount Vernon), St. Thomas', R.C., Industrial	159 15 0	1854
Liverpool, St. Thomas', Industrial	23 7 6	1853
Liverpool (Everton Crescent), R.C., Industrial	29 0 0	1854
Maesteg, Iron Works, British, Industrial	2 12 6	1854
Middle, Industrial	3 15 0	1854
Nuneaton (Church Lane), Industrial	1 19 8	1853
"	3 15 0	1854
Ockham, Industrial	1 15 6	1853
"	2 15 0	1854
Oswestry, Industrial	0 18 0	1854
Redenhall, Industrial	1 4 0	1852
Rugby, Industrial	4 8 10	1853
"	2 17 6	1854
Saffron Walden, Industrial	1 1 8	1851
Sandbach, Industrial	5 5 0	1850
"	5 17 6	1851
"	5 5 0	1852
"	5 5 0	1853
"	3 12 6	1854
Slaithwaite, Lower, Industrial	2 10 0	1851
"	5 10 0	1852
"	5 10 0	1853
"	6 5 0	1854
Slaithwaite, Upper, Industrial	1 5 0	1851
"	1 5 0	1852
"	1 5 0	1853
"	1 5 0	1854
Stapleton (Dr. Bell's) Industrial	2 2 3	1852
Swinton, Industrial	21 0 0	1852
"	27 0 0	1853
Tarporley, Industrial	6 4 10	1853
"	3 7 6	1854
Tenterden, British, Industrial	5 10 5	1853
"	3 13 0	1854
Tetbury, Industrial	1 1 2	1854
Winterton, Industrial	3 6 6	1852
"	5 18 0	1853
"	4 1 6	1854
Wootton Hill, Industrial	3 0 0	1854
SCOTLAND.		
Back of Fisherrow, Ragged	19 14 2	1852
Dundee, General Sessional, Industrial	11 0 0	1852
"	2 0 0	1853
"	8 10 0	1854
Dundee, Rosebank, Industrial	1 5 0	1852
"	0 9 0	1853
"	3 2 0	1854
Edinburgh, United, Industrial	27 0 0	1851
"	27 10 0	1852
"	38 0 0	1853
"	45 10 0	1854
Edinburgh, Original, Ragged	22 0 0	1853
"	25 0 0	1854
Glasgow (Murdoch's), Industrial	3 0 0	1852

(No. XI.)

Detailed Statement (under Counties) of sums expended from Parliamentary Grants for Education in Great Britain, in Building, Enlargement, Improvements, or Fixtures of Schools; in Books and Maps; in augmenting Salaries of Certificated Schoolmasters and Schoolmistresses; in Stipends of Assistant Teachers; in Stipends of Pupil-teachers, and Gratuities for their special instruction; and in Capitation Grants (Minute of 2 April 1853);—between years 1833 and 1854 (corrected to 31 December 1854).

*** *Grants awarded by the Lords of Her Majesty's Treasury (prior to the appointment of the Committee of Privy Council on Education) are marked with an asterisk.*

ENGLAND.

Note.—N.S. denotes that the School is in connexion with the *National Society*, or with the *Church of England*; B.S., with the *British and Foreign School Society*; Wes., *Wesleyan Methodists*; R.C., *Roman Catholic Poor School Committee*; Par., *Parochial*; and P.U., *Parochial Union*.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
Bedfordshire.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ampthill, Boys and Girls - - - N.S.	180 0 0	June 4, 1845	1 6 0½	- -	- -	354 5 0	11 3 0
" Infants - - "	59 17 6	Jan. 28, 1853					
Ampthill - - B.S.	150 0 0	Nov. 1846 -	4 4 2	23 2 6	- -	88 2 6	
Aspley Guise - - N.S.	202 0 0	Mar. 27, 1848	8 7 0½	17 10 0	- -	227 15 10	18 6 0
" - - "	49 10 0	Oct. 25, 1850					
" - - "	9 0 0	May 15, 1854					
Aspley Guise - B.S.	- - -	- - -	2 0 10	- -	- -	188 2 6	
Barford, Great - N.S.	115 0 0	Jan. 23, 1849	2 13 10				
Biddenham - - N.S.	*45 0 0	Feb. 1839					
" - - "	65 0 0	July 22, 1848					
Biggleswade - - N.S.	*150 0 0	Mar. 1839					
" - - "	90 0 0	Sept. 1844					
Biggleswade, Boys and Girls - B.S.	- - -	- - -	3 17 3½	67 6 8	- -	252 9 2	
Bletsoe, Boys - N.S.	100 0 0	April 11, 1854					
Blunham - - N.S.	52 0 0	Feb. 27, 1843					
Clophill - - N.S.	*50 0 0	July 19, 1836					
Colmworth - - N.S.	23 10 0	June 21, 1841					
" - - "	40 0 0	June 24, 1845					
Cranfield - - N.S.	*48 0 0	Jan. 13, 1836	1 3 0	83 17 6	- -	75 0 0	12 12 0
" - - "	*40 0 0	Jan. 5, 1839					
Dunstable - - N.S.	*85 0 0	Dec. 28, 1839	- -	13 15 0	- -	14 3 4	
" - - "	12 6 0	May 23, 1846					
Dunstable - - Wes.	- - -	- - -	4 0 0	- -	- -	19 3 4	
Eaton Bray - - N.S.	72 0 0	Apr. 22, 1842					
Eversholt - - N.S.	80 0 0	Sept. 23, 1842	0 17 0				
Everton and Tetsworth - - N.S.	*42 0 0	Oct. 18, 1837					
Felmersham - - N.S.	110 0 0	Dec. 31, 1846					
Harrold - - N.S.	200 0 0	Nov. 13, 1847					
Heath and Reach - N.S.	80 0 0	Feb. 27, 1847					
Henlow - - - N.S.	- - -	- - -	- -	17 10 0			
Hockliffe - - N.S.	72 0 0	Feb. 3, 1845	4 2 6½	36 10 0	- -	235 8 4	10 1 0
" - - "	72 0 0	Nov. 11, 1854					
Kempston - - N.S.	130 0 0	Sept. 12, 1844					
Keysoe - - N.S.	32 0 0	July 16, 1841					
" - - "	10 0 0	June 22, 1848					
Leighton Buzzard - B.S.	*75 0 0	Jan. 18, 1840					
" - - "	60 0 0	May 22, 1847					
Luton - - N.S.	*145 0 0	July 1835 -	2 1 9	20 12 6	- -	60 10 0	
" - - "	80 0 0	Feb. 23, 1849					
Luton - - Wes.	- - -	- - -	12 2 2½	- -	- -	20 0 0	
Marston Mortaine and Lidlington - N.S.	160 0 0	Jan. 3, 1848	2 14	115 1 8	- -	211 10 0	12 10 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BEDFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Maulden - - N.S.	110 0 0	Jan. 3, 1848	1 12 8				
Meppershall - - N.S.	*40 0 0	Feb. 8, 1840					
Poddington - - N.S.	50 0 0	Oct. 10, 1842	1 3 8				
Pulloxhill - - N.S.	55 0 0	Sept. 6, 1845	1 13 4½				
" - - "	29 10 0	Nov. 11, 1854					
Ridgmont - - Wes.	- - -	- - -	5 0 7½	- -	- -	192 6 8	13 7 0
Risely - - - N.S.	37 10 0	June 26, 1841					
" - - "	66 0 0	June 15, 1849					
Staughton, Little - N.S.	50 0 0	May 30, 1846					
Stotfold - - N.S.	110 0 0	Jan. 15, 1844	1 19 11				
" - - "	45 0 0	Feb. 24 1854					
Turvey, Infants - N.S.	60 10 0	Nov. 20, 1841	- -	18 15 0	- -	- - -	4 0 0
Turvey, Boys and Girls - - N.S.	341 0 0	Oct. 30, 1848	2 0 0				
Westoning - - N.S.	58 0 0	Dec. 11, 1841					
Wilshampstead or Wilstead - - N.S.	111 0 0	Aug. 5, 1847					
Wilden, Endowed - N.S.	105 0 0	Apr. 27, 1852					
Yelden - - N.S.	45 0 0	Feb. 25, 1846					
" - - "	36 0 0	Jan. 9, 1847					
BERKSHIRE.							
Abingdon - - B.S.	- - -	- - -	9 14 1½	- -	- -	246 0 0	
Aldermaston - - N.S.	- - -	- - -	- -	19 10 0	- -	31 9 2	
Appleton - - N.S.	*35 0 0	Dec. 2, 1837					
Arborfield - - N.S.	65 0 0	Aug. 11, 1841					
Ascot Heath - N.S.	50 0 0	Jan. 21, 1854	1 13 4	- -	- -	5 0 0	6 4 0
Ashbury - - N.S.	- - -	- - -	- -	- -	- -	66 6 8	
Aston-Tyrold - N.S.	54 0 0	Oct. 25, 1847	1 0 4½				
Boenham - - N.S.	36 0 0	Feb. 11, 1841					
Bray and Hollyport N.S.	104 0 0	Nov. 17, 1848	1 17 8½	5 16 8			
Brightwell - - N.S.	45 0 0	May 17, 1842	7 11 8½	6 13 4	- -	18 6 8	7 7 0
Burghfield - - N.S.	20 10 0	July 30, 1844					
Chieveley (North Heath) - - N.S.	*75 0 0	Jan. 15, 1840					
Childrey - - Wes.	- - -	- - -	1 10 8½	5 0 0	- -	- - -	3 17 0
Cholsey - - N.S.	*62 0 0	Mar. 20, 1839					
Clewer - - N.S.	- - -	- - -	2 11 0	- -	- -	85 0 0	8 1 0
Cookham Dean - N.S.	119 0 0	Oct. 8, 1847	2 14 5½	20 16 8	- -	176 16 8	12 14 0
Drayton - - N.S.	124 0 0	Dec. 27, 1848					
Fyfield - - N.S.	- - -	- - -	1 0 0				
Greenham - - N.S.	- - -	- - -	1 4 3½				
Hampstead Norris N.S.	68 0 0	Oct. 27, 1847	1 0 8				
Hanney - - N.S.	165 0 0	Sept. 28, 1848	1 13 4	10 0 0			
Harwell - - N.S.	*50 0 0	Nov. 20, 1839					
Hendred, West - N.S.	153 5 8	Mar. 28, 1854	2 8 8	20 0 0	- -	3 6 8	
Hermitage - - N.S.	35 0 0	Aug. 11, 1841	1 7 2				
Hinton Waldrist - N.S.	*30 0 0	Aug. 4, 1838					
Hurst and Ruscombe - - N.S.	140 0 0	Jan. 17, 1844					
Knowle Hill - N.S.	110 0 0	July 17, 1847	1 6 8				
Lambourne, Boys and Girls - - N.S.	106 0 0	Dec. 19, 1851	2 8 8½	8 6 8	- -	- - -	6 6 0
Lambourne - - Wes.	- - -	- - -	3 1 4½	- -	- -	50 0 0	2 5 0
Langford - - N.S.	90 0 0	Aug. 17, 1847	1 2 1½				
Maidenhead, Infants - - N.S.	150 0 0	Apr. 18, 1845					
Newbury - - B.S.	133 0 0	Aug. 26, 1840					
Newbury - - Wes.	- - -	- - -	4 0 0½	29 5 0	- -	31 10 0	
Reading, St. Giles' N.S.	*150 0 0	Jan. 20, 1838	14 13 1	127 8 4	- -	382 11 8	
Reading, St. Lawrence's, Boys and Girls - - Ch.S.	250 0 0	May 9, 1854					
Sparsholt - - N.S.	*40 0 0	Nov. 30, 1839					
Speen - - Par.	- - -	- - -	1 14 6	130 15 10	- -	128 13 4	17 9 0
Stanford in the Vale N.S.	20 0 0	Aug. 30, 1844	0 19 10½				
Steventon - - N.S.	*40 0 0*	Dec. 13, 1841					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
BERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sunningdale - N.S.	38 0 0	Sept. 2, 1842	3 4 3½	37 10 0	- -	149 17 6	14 7 0
„ - - „	8 0 0	Nov. 7, 1848					
„ - - „	5 0 0	May 9, 1850					
„ - - „	110 0 0	Sept. 23, 1851					
Thatcham - - N.S.	225 0 0	Apr. 2, 1846					
Thatcham - - B.S.	125 0 0	Oct. 30, 1847	1 3 4	18 0 0	- -	104 0 10	
„ - - „	9 1 10	Nov. 29, 1848					
Uffington - - N.S.	80 0 0	Dec. 15, 1852					
Wallingford - - N.S.	- - -	- - -	2 10 0½	30 0 0	- -	15 0 0	
Wantage, St. Peter's and St Paul's - N.S.	- - -	- - -	- - -	57 1 8	- -	87 6 8	24 10 0
Wantage - - Wes.	- - -	- - -	7 0 10½	- - -	- -	223 10 0	12 5 0
Windsor Park, Royal N.S.	- - -	- - -	- - -	45 0 0	- -	450 0 10	
Windsor, Old - N.S.	- - -	- - -	3 12 10	33 0 0	- -	144 3 4	
Windsor, New - N.S.	10 0 0	Aug. 12, 1848	16 13 0½	107 13 4	- -	751 13 4	
Windsor, New - B.S.	245 0 0	Jan. 1, 1842	5 5 3				
„ „ - „	17 6 8	Sept. 1, 1854					
Windsor, St. Ann's (Private School)	- - -	- - -	- - -	15 3 4	- -	15 0 0	
Windsor, St. Mark's N.S.	- - -	- - -	3 2 3	161 11 8	- -	205 13 4	
Windsor - - P.U.	- - -	- - -	- - -	- -	- -	32 2 6	
Winkfield - - N.S.	*70 0 0	Sept. 21, 1839	2 10 0½	40 0 0	- -	32 10 0	8 19 0
Wokingham - B.S.	*125 0 0	June 30, 1841					
BUCKINGHAMSHIRE.							
Aston Clinton - N.S.	96 0 0	July 11, 1849					
Aylesbury - - N.S.	190 0 0	Jan. 2, 1847	- - -	64 15 0	- -	91 3 4	
Aylesbury - - B.S.	- - -	- - -	4 10 10	- -	- -	236 0 0	
Beachampton - N.S.	- - -	- - -	1 15 10	- -	- -	92 1 8	
Beaconsfield - B.S.	- - -	- - -	- - -	- -	- -	53 19 2	
Bierton - - N.S.	87 0 0	May 18, 1849	1 1 2¼	- -	- -	52 10 0	
Bletchley - - N.S.	*50 0 0	May 23, 1840					
Brickhill, Little - N.S.	44 0 0	Oct. 7, 1841					
Buckingham - N.S.	- - -	- - -	- - -	32 10 0			
Chalfont, St. Peter's, N.S.	112 17 6	May 7, 1848					
Chesham, Boys, Girls, and Infants - N.S.	200 0 0	Dec. 12, 1846					
„ - - „	54 0 0	Dec. 31, 1851					
Claydon, Middle - N.S.	- - -	- - -	- - -	- -	- -	100 0 0	6 0 0
Colnbrook and Horton N.S.	215 0 0	Mar. 2, 1846	0 12 2	- -	- -	108 0 0	8 0 7
Crawley, North - N.S.	50 0 0	Jan. 25, 1845					
Cuddington - - N.S.	75 0 0	Apr. 28, 1846					
Datchett - - N.S.	- - -	- - -	4 9 9½	- -	- -	261 5 0	
Drayton Beauchamp N.S.	60 0 0	Mar. 25, 1845					
Dunton - - N.S.	25 0 0	Feb. 23, 1842					
Eaton (Workhouse)	- - -	- - -	- - -	- -	- -	23 0 0	
Farnham-Royal - N.S.	- - -	- - -	2 6 6	- -	- -	- - -	10 6 0
Fulmer - - N.S.	50 0 0	Oct. 8, 1844					
Grandborough, Mixed - - N.S.	90 0 0	Feb. 4, 1854.					
Haddenham - - B.S.	70 0 0	Sept. 19, 1851					
Hambledon, Boys and Infants - N.S.	- - -	- - -	2 6 4½				
Iver, Girls & Infants N.S.	100 0 0	Jan. 9, 1847	- - -	13 5 0	- -	59 3 4	
Iver, Boys - - N.S.	102 0 0	July 7, 1849					
Langley Marish - N.S.	72 0 0	Oct. 28, 1848	2 5 10	37 10 0	- -	117 10 0	8 18 0
Lavendon - - N.S.	*49 0 0	Oct. 27, 1838					
„ - - „	78 0 0	Aug. 19, 1853					
Leckhampstead - N.S.	*60 0 0	Mar. 6, 1839					
Lee-Common - N.S.	50 0 0	Mar. 9, 1848					
Linslade - - N.S.	198 0 0	July 25, 1849	6 12 0				
Ludgershall - - N.S.	93 0 0	Nov. 25, 1847	2 8 2				
Marlow, Great - N.S.	- - -	- - -	6 16 8½	54 11 8	- -	51 10 0	12 15 0
Marlow, Great, Boys and Girls - - B.S.	- - -	- - -	1 3 2				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Marsh Gibbon - N.S.	120 0 0	June 26, 1849	0 8 8½				
" - - "	40 0 0	Aug. 26, 1851					
Marston, North - N.S.	*60 0 0	Sept. 16, 1835					
Marsworth - - N.S.	45 0 0	Mar. 9, 1842					
Mursley - - N.S.	*25 0 0	Nov. 21, 1835					
Newport Pagnell - B.S.	*90 0 0	Feb. 14, 1838					
Olney - - - N.S.	176 0 0	Oct. 13, 1848	1 6 7	11 13 4			
Quainton - - N.S.	- - -	- - -	1 16 8½				
Risborough, Prince's N.S.	105 0 0	Jan. 24, 1842					
" " - "	35 0 0	June 5, 1844					
Risborough, Prince's B.S.	153 0 0	Oct. 5, 1848	- -	- -	- -	75 0 0	2 14 0
Stoke Goldington - N.S.	*72 0 0	June 6, 1840					
Stoke Hamond - N.S.	38 0 0	Aug. 12, 1844					
Stoke Mandeville - N.S.	60 0 0	Oct. 2, 1845	1 0 0				
Stoke Pogis - - N.S.	95 0 0	Nov. 6, 1843	4 5 10	14 0 0	- -	261 9 8	
Stratford, Stoney - N.S.	- - -	- - -	- - -	- -	- -	15 0 0	13 10 0
Taplow, Infants - N.S.	74 0 0	Oct. 17, 1849	1 13 1½				
Thornborough - N.S.	42 0 0	Aug. 3, 1842					
Towersey - N.S.	60 0 0	Apr. 17, 1849					
Tyler's Green - N.S.	51 0 0	Mar. 19, 1844					
Upton-cum-Chalvey, Boys, Girls, and Infants - - N.S.	64 0 0	May 27, 1842	6 13 11½	15 0 0	- -	144 18 4	7 5 0
" - - "	290 15 0	Jan. 10, 1853					
Waddesdon " - N.S.	119 0 0	Mar. 21, 1849	- -	33 0 0	- -	102 0 0	12 13 0
Waddesdon - B.S.	121 0 0	Feb. 4, 1847	6 5 1½	49 10 0	- -	318 0 0	7 9 0
Wendover - - N.S.	- - -	- - -	2 5 10	15 0 0			
Whaddon - - N.S.	28 0 0	July 1, 1842					
Whitchurch - - Wes.	170 0 0	Sept. 24, 1850	3 9 2	18 0 0	- -	235 10 0	10 2 0
Wing - - - N.S.	- - -	- - -	6 0 0½				
Winslow - - N.S.	*80 0 0	Oct. 2, 1840	3 18 11	- -	- -	19 3 4	14 3 0
" - - - "	8 7 8	Mar. 23, 1849					
" - - - "	18 10 0	Nov. 1, 1854					
Wooburn - - N.S.	150 0 0	Feb. 20, 1852	1 3 5½				
" - - - "	50 0 0	Apr. 8, 1852					
Wycombe, High - B.S.	*400 0 0	May 13, 1835	- -	- -	- -	516 4 2	
" - - - "	9 7 8	June 22, 1848					
" - - - "	54 0 0	June 21, 1853					
CAMBRIDGESHIRE.							
Aldreth in Haddenham - - N.S.	*20 0 0	May 25, 1836					
Barton - - - N.S.	15 0 0	May 4, 1844					
Bassingbourne - N.S.	*60 0 0	Jan. 9, 1836					
Bassingbourne - B.S.	*60 0 0	June 27, 1838					
Bottisham - - N.S.	100 0 0	June 27, 1840					
" - - - "	50 0 0	Jan. 9, 1847					
Brinckley - - N.S.	65 0 0	Feb. 11, 1845					
Burwell - - B.S.	80 0 0	July 6, 1847					
Cambridge, Barnwell - - - N.S.	*210 0 0	June 27, 1838	14 0 10	66 9 2	- -	863 4 2	
" " - "	100 0 0	Oct. 18, 1848					
" " - "	64 2 8	Oct. 6, 1852					
Cambridge, St. Giles' N.S.	- - -	- - -	- -	- -	- -	102 0 0	
Cambridge (King Street) - - N.S.	- - -	- - -	4 10 11	- -	- -	189 0 0	
Cambridge, Industrial - - - N.S.	106 10 0	Feb. 21, 1851	- -	- -	- -	87 3 0	
" " - "	95 0 0	June 8, 1852					
Cambridge, St. Paul's (Russell Street), Boys and Girls - - - N.S.	300 0 0	Aug. 5, 1845	12 4 3½				
" " - "	55 18 8	June 27, 1851					
" " - "	*100 0 0*	June 1, 1852					

of	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
E——	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
N.S.	100 0 0	Feb. 6, 1846	- -	104 19 2	- -	855 14 2	
"	1 15 0	Nov. 7, 1848					
	- - -	- - -	0 12 4½				
N.S.	21 0 6	Nov. 11, 1854	4 3 4½	3 15 0	- -	102 0 0	
B.S.	250 0 0	July 18, 1840	9 16 3½	- -	- -	782 15 0	
"	11 6 0	Nov. 29, 1848					
	100 0 0	Oct. 22, 1849					
N.S.	70 0 0	Sept. 20, 1845	- -	22 18 4	- -	29 0 0	10 19 0
N.S.	144 0 0	Dec. 28, 1844	2 4 2½				
N.S.	75 0 0	June 22, 1846	1 15 0	27 10 0	- -	83 15 0	0 17 0
	4 16 0	Mar. 23, 1849					
	26 10 0	Apr. 19, 1842					
	26 10 0	May 25, 1849					
	49 0 0	June 27, 1848					
	70 0 0	July 3, 1844					
	27 0 0	Oct. 5, 1846					
	133 0 0	May 17, 1849					
	177 0 0	Feb. 1, 1848	1 2 7½	31 10 0	- -	212 5 10	
	187 0 0	Jan. 29, 1849					
	27 15 4	July 4, 1850	10 6 8½	33 0 0	- -	329 15 10	
	168 0 0	Dec. 17, 1849					
	160 0 0	Feb. 27, 1849					
	132 0 0	Aug. 23, 1848					
	- - -	- - -	2 1 8	- -	- -	42 10 0	
	- - -	- - -	3 0 10½	- -	- -	180 17 6	
	40 10 0	Jan. 19, 1842					
	55 0 0	Aug. 18, 1847					
	230 0 0	Feb. 20, 1849	- -	18 6 8	- -	1 13 4	
	- - -	- - -	5 5 5	13 15 0	- -	128 12 6	
	400 0 0	July 17, 1847	3 8 8	11 5 0	- -	- - -	13 6 0
	50 0 0	June 18, 1845					
	- - -	- - -	2 8 0	- -	- -	18 6 8	
	90 0 0	Oct. 29, 1854					
	150 0 0	May 30, 1850	3 15 0	16 10 0	- -	150 0 0	
	*50 0 0	Dec. 22, 1838					
	111 5 0	Sept. 21, 1844	1 19 0	- -	- -	151 14 2	
	4 16 8	July 20, 1847					
	- - -	- - -	2 6 8½				
	36 0 0	July 3, 1846					
	48 0 0	May 17, 1842					
	121 0 0	Dec. 20, 1843					
	102 0 0	Oct. 30, 1847					
	54 0 0	Jan. 11, 1841					
	100 0 0	Dec. 6, 1842	- -	32 15 0	- -	372 18 4	
	5 0 0	Nov. 18, 1847					
	123 0 0	Mar. 24, 1849					
	- - -	- - -	2 18 4	117 18 4	- -	270 4 2	
	*25 0 0	Jan. 3, 1835	1 15 4½	- -	- -	70 12 6	
	60 0 0	Feb. 8, 1844	2 16 6	13 15 0	- -	91 5 0	10 7 0
	48 10 0	Nov. 1, 1849					
	18 0 0	Dec. 12, 1854					
	- - -	- - -	2 11 4				
	190 10 0	Feb. 22, 1851	6 0 1	36 1 8	- -	33 6 8	
	200 0 0	Dec. 22, 1852					
	82 10 0	May 25, 1850					
	*29 0 0	Apr. 27, 1839					
	34 18 10	Nov. 5, 1853	3 13 3½	85 10 0	- -	338 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.
BUCKINGHAMSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.
Marsh Gibbon - N.S.	120 0 0	June26,1849	0 8 8½		
" - - "	40 0 0	Aug. 26,1851			
Marston, North - N.S.	*60 0 0	Sept. 16, 1835			
Marsworth - - N.S.	45 0 0	Mar. 9, 1842			
Mursley - - N.S.	*25 0 0	Nov. 21, 1835			
Newport Pagnell - B.S.	*90 0 0	Feb. 14, 1838			
Olney - - - N.S.	176 0 0	Oct. 13, 1848	1 6 7	11 13 4	
Quainton - - N.S.	- - -	- - -	1 16 8½		
Risborough, Prince's N.S.	105 0 0	Jan. 24, 1842			
" " - "	35 0 0	June 5, 1844			
Risborough, Prince's B.S.	153 0 0	Oct. 5, 1848	- -	-	-
Stoke Goldington - N.S.	*72 0 0	June 6, 1840			
Stoke Hamond - N.S.	38 0 0	Aug. 12, 1844			
Stoke Mandeville - N.S.	60 0 0	Oct. 2, 1845	1 0 0		
Stoke Pogis - - N.S.	95 0 0	Nov. 6, 1843	4 5 10	14 0 0	- -
Stratford, Stoney - N.S.	- - -	- - -	- -	-	- -
Taplow, Infants - N.S.	74 0 0	Oct. 17, 1849	1 13 1½		
Thornborough - N.S.	42 0 0	Aug. 3, 1842			
Towersey - - N.S.	60 0 0	Apr. 17, 1849			
Tyler's Green - N.S.	51 0 0	Mar. 19, 1844			
Upton-cum-Chalvey, Boys, Girls, and Infants - - N.S.	64 0 0	May 27, 1842	6 13 11½	15 0 0	-
" " - "	290 15 0	Jan. 10, 1853			
Waddesdon " - N.S.	119 0 0	Mar. 21, 1849	- -	33 0 0	-
Waddesdon - B.S.	121 0 0	Feb. 4, 1847	6 5 1½	49 10 0	-
Wendover - - N.S.	- - -	- - -	2 5 10	15 0 0	
Whaddon - - N.S.	28 0 0	July 1, 1842			
Whitchurch - - Wes.	170 0 0	Sept. 24, 1850	3 9 2	18 0 0	-
Wing - - - N.S.	- - -	- - -	6 0 0½		
Winslow - - N.S.	*80 0 0	Oct. 2, 1840	3 18 11	-	-
" - - - "	8 7 8	Mar. 23, 1849			
" - - - "	18 10 0	Nov. 1, 1854			
Wooburn - - N.S.	150 0 0	Feb. 20, 1852	1 3 5½		
" - - - "	50 0 0	Apr. 8, 1852			
Wycombe, High - B.S.	*400 0 0	May 13, 1835	- -	- -	-
" - - - "	9 7 8	June 22, 1848			
" - - - "	54 0 0	June 21, 1853			
CAMBRIDGESHIRE.					
Aldreth in Haddenham - - N.S.	*20 0 0	May 25, 1836			
Barton - - - N.S.	15 0 0	May 4, 1844			
Bassingbourne - N.S.	*60 0 0	Jan. 9, 1836			
Bassingbourne - B.S.	*60 0 0	June 27, 1838			
Bottisham - - N.S.	100 0 0	June 27, 1840			
" - - - "	50 0 0	Jan. 9, 1847			
Brinckley - - N.S.	65 0 0	Feb. 11, 1845			
Burwell - - B.S.	80 0 0	July 6, 1847			
Cambridge, Barnwell - - - N.S.	*210 0 0	June 27, 1838	14 0 10	66 9 2	-
" " - "	100 0 0	Oct. 18, 1848			
" - - - "	64 2 8	Oct. 6, 1852			
Cambridge, St. Giles' N.S.	- - -	- - -	- -	- -	-
Cambridge (King Street) - - N.S.	- - -	- - -	4 10 11	- -	-
Cambridge, Industrial - - - N.S.	106 10 0	Feb. 21, 1851	- -	- -	-
" " - "	95 0 0	June 8, 1852			
Cambridge, St. Paul's (Russell Street), Boys and Girls - - - N.S.	300 0 0	Aug. 5, 1845	12 4 3½		
" " - "	55 18 8	June 27, 1851			
" " - "	100 0 0	June 1, 1852			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cambridge, St. Paul's (Union Road), Infants - N.S.	100 0 0	Feb. 6, 1846	- -	104 19 2	- -	855 14 2	
" " - "	1 15 0	Nov. 7, 1848					
Cambridge, Church Schoolmasters' Association -	- - -	- - -	0 12 4½				
Cambridge, St. Peter's (Castle End) N.S.	21 0 0	Nov. 11, 1854	4 3 4½	3 15 0	- -	102 0 0	
Cambridge - - B.S.	250 0 0	July 18, 1840	9 16 3½	- -	- -	782 15 0	
" - - "	11 6 0	Nov. 29, 1848					
" - - "	100 0 0	Oct. 22, 1849					
Chatteris, Dissenting -	70 0 0	Sept. 20, 1845	- -	22 18 4	- -	29 0 0	10 19 0
Chesterton - - N.S.	144 0 0	Dec. 28, 1844	2 4 2½				
Comberton - - N.S.	75 0 0	June 22, 1846	1 15 0	27 10 0	- -	83 15 0	0 17 0
" - -	4 16 0	Mar. 23, 1849					
Conington - - N.S.	26 10 0	Apr. 19, 1842					
" - - "	26 10 0	May 25, 1849					
Coton - - N.S.	49 0 0	June 27, 1848					
Ditton, Fen - - N.S.	70 0 0	July 3, 1844					
" - - "	27 0 0	Oct. 5, 1846					
Ditton, Wood - N.S.	133 0 0	May 17, 1849					
Duxford - - N.S.	177 0 0	Feb. 1, 1848	1 2 7½	31 10 0	- -	212 5 10	
Elsworth - - N.S.	187 0 0	Jan. 29, 1849					
Ely - - - N.S.	27 15 4	July 4, 1850	10 6 8½	33 0 0	- -	329 15 10	
Fordham - - N.S.	168 0 0	Dec. 17, 1849					
Gamlingay - - N.S.	160 0 0	Feb. 27, 1849					
Gransden, Little - N.S.	132 0 0	Aug. 23, 1848					
Haddenham, Girls, Industrial - N.S.	- - -	- - -	2 1 8	- -	- -	42 10 0	
Haddenham - B.S.	- - -	- - -	3 0 10½	- -	- -	180 17 6	
Horningsey - - N.S.	40 10 0	Jan. 19, 1842					
Impington - - N.S.	55 0 0	Aug. 18, 1847					
Isleham - - - N.S.	230 0 0	Feb. 20, 1849	- -	18 6 8	- -	1 13 4	
Linton - - - N.S.	- - -	- - -	5 5 5	13 15 0	- -	128 12 6	
Littleport - - N.S.	400 0 0	July 17, 1847	3 8 8	11 5 0	- -	- - -	13 6 0
Madingley - - N.S.	50 0 0	June 18, 1845					
March - - - N.S.	- - -	- - -	2 8 0	- -	- -	18 6 8	
Melbourn (Ayloffe's) Infants - - Ch.S.	90 0 0	Oct. 29, 1854					
Morden, Guilden - N.S.	150 0 0	May 30, 1850	3 15 0	16 10 0	- -	150 0 0	
Oakington - - N.S.	*50 0 0	Dec. 22, 1838					
Over - - - N.S.	111 5 0	Sept. 21, 1844	1 19 0	- -	- -	151 14 2	
" - - -	4 16 8	July 20, 1847					
Prickwillow - - N.S.	- - -	- - -	2 6 8½				
Rampton - - N.S.	36 0 0	July 3, 1846					
Sawston - - N.S.	48 0 0	May 17, 1842					
Shelford, Great - N.S.	121 0 0	Dec. 20, 1843					
Stapleford - - N.S.	102 0 0	Oct. 30, 1847					
Swaffham-Bulbeck N.S.	54 0 0	Jan. 11, 1841					
Swavesey - - N.S.	100 0 0	Dec. 6, 1842	- -	32 15 0	- -	372 18 4	
" - - "	5 0 0	Nov. 18, 1847					
" - - "	123 0 0	Mar. 24, 1849					
Thorney Abbey - N.S.	- - -	- - -	2 18 4	117 18 4	- -	270 4 2	
Toft and Caldecote N.S.	*25 0 0	Jan. 3, 1835	1 15 4½	- -	- -	70 12 6	
Trumpington - N.S.	60 0 0	Feb. 8, 1844	2 16 6	13 15 0	- -	91 5 0	10 7 0
" - - "	48 10 0	Nov. 1, 1849					
" - - "	18 0 0	Dec. 12, 1854					
Tyd, St. Giles' - N.S.	- - -	- - -	2 11 4				
Whittlesea, St. Mary's and St. Andrew's, Girls - - - N.S.	190 10 0	Feb. 22, 1851	6 0 1	36 1 8	-	33 6 8	
Boys - - - "	200 0 0	Dec. 22, 1852					
Wilbraham, Little N.S.	82 10 0	May 23, 1850					
Wilburton - - N.S.	*29 0 0	Apr. 27, 1839					
Wisbeach, St. Peter's N.S.	34 18 10	Nov. 5, 1853	3 13 3½	85 10 0	- -	252 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CAMBRIDGESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wisbeach - - B.S.	150 0 0	Oct. 24, 1840	5 14 6½	- -	- -	72 5 0	
" - - "	160 0 0	May 22, 1841					
" - - "	21 13 4	Jan. 28, 1854					
Witchford " - N.S.	- - -	- - -	1 4 6½	- -	- -	5 0 0	
CHESHIRE.							
Acton - - - N.S.	315 0 0	Apr. 11, 1845	11 10 9½	85 0 0	- -	790 3 9	18 13 0
" - - "	165 0 0	Apr. 2, 1850					
Alderley, Over - N.S.	25 0 0	Sept. 26, 1842					
Altrincham and Bowdon Downs - B.S.	- - -	- - -	- -	5 10 0	- -	60 0 0	
Antrobus - - N.S.	50 0 0	Sept. 2, 1844	1 8 7				
Arley, Middle - N.S.	- - -	- - -	3 6 8½				
Astbury - - N.S.	116 0 0	Sept. 10, 1842	3 5 4½	77 18 4	- -	52 18 4	16 17 0
Audlem, Boys and Girls - - - N.S.	65 10 0	Nov. 2, 1846	- -	- -	- -	- -	4 9 0
" - - "	3 8 0	June 15, 1849					
Backford - - N.S.	100 0 0	Feb. 17, 1845					
Barnton - - N.S.	226 0 0	Nov. 5, 1845	4 11 1½	- -	- -	105 10 0	8 5 0
Barthomley - - N.S.	152 0 0	Mar. 9, 1849	- -	30 0 0			
Bebington, Lower N.S.	*75 0 0	June 1836 -	- -	15 0 0			
Bickerton - - N.S.	45 0 0	Dec. 5, 1842					
" - - "	30 0 0	Mar. 29, 1844					
" - - "	8 0 0	Oct. 21, 1845					
Bidstone - - N.S.	*53 0 0	Feb. 23, 1850	2 6 8½	36 5 0			
Birkenhead (Market Street), Boys - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Argyle Street), Infants - N.S.	- - -	- - -	1 10 10½				
Birkenhead (Priory Street), Girls and Infants - - N.S.	- - -	- - -	2 7 7				
Birkenhead (Back Chester Street) - N.S.	- - -	- - -	1 1 3				
Birkenhead, St. Anne's, Boys, Girls, and Infants - - N.S.	262 0 0	Mar. 6, 1850	1 19 11½	6 5 0			
Birkenhead, Trinity Ragged S.	500 0 0	Sept. 21, 1852					
Birkenhead, Holy Trinity, Boys and Girls - - - N.S.	300 0 0	Nov. 29, 1844	7 7 1½	131 13 4	- -	257 16 8	
" Infants - "	120 0 0	Oct. 14, 1846					
Birkenhead, St. John's, Boys, Girls, and Infants - - N.S.	480 0 0	Dec. 7, 1847	6 10 0	119 10 0	- -	203 16 8	
Bollington - - N.S.	*250 0 0	Oct. 16, 1839	11 18 7½	154 0 0	27 10 0	375 1 8	28 14 0
" - - "	50 0 0	Dec. 17, 1852					
Bollington Cross - N.S.	241 0 0	Mar. 2, 1845	- -	12 7 6	- -	- - -	6 18 0
Bredbury, St. Mark's N.S.	323 10 0	Sept. 25, 1850	3 6 8				
Broken Cross - N.S.	59 0 0	Mar. 7, 1849					
Buglawton - - N.S.	230 0 0	Sept. 18, 1844	1 18 9½	31 10 0	- -	15 0 0	6 18 0
" - -	3 0 0	May 25, 1853					
Carrington (Earl of Stamford's) - N.S.	- - -	- - -	2 0 0	97 12 6			
Cheadle - - - N.S.	*90 0 0	Dec. 20, 1837	2 10 0	37 10 0	- -	20 0 0	10 14 0
Chester, St. Oswald's Diocesan	- - -	- - -	4 16 0½	51 5 0	- -	122 10 0	
Chester, Grosvenor N.S.	- - -	- - -	4 3 4½	23 7 6	- -	29 11 8	
Chester, Model - N.S.	- - -	- - -	6 18 2½	47 18 4	- -	158 11 8	
Chester, Ch. Ch. - N.S.	150 0 0	Feb. 12, 1842	6 10 3½	78 0 0	- -	167 10 0	
" - - "	7 12 0	May 19, 1840					
Chester, St. Mary's N.S.	516 0 0	Sept. 16, 1847	7 16 11½	16 10 0	- -	55 13 4	
" " - "	4 13 0	June 22, 1848					
Christleton - " - Par.	- - -	- - -	3 6 8	44 0 0	- -	82 10 0	7 16 0
Clutton - - N.S	*50 0 0	Jan. 27, 1838					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Coatbrook - - N.S.	30 0 0	Feb. 12, 1848					
Congleton, St. James', Boys and Girls - N.S.	300 0 0	Aug. 15, 1845	9 4 11	40 5 0	25 0 0	303 15 0	
" " - "	12 5 0	June 15, 1849					
" Infants - "	52 1 8	May 4, 1852					
" " - "	4 0 0	Aug. 19, 1852					
Congleton, St. Peter's N.S.	- - -	- - -	5 9 0½	- -	- -	83 0 0	
Congleton, St. Stephen's - - N.S.	367 0 0	July 31, 1849	6 0 6	- -	- -	22 13 4	
Congleton, Wagg Street - - Wes.	- - -	- - -	2 2 0½	5 0 0			
Coppenhall - - N.S.	36 0 0	Sept. 12, 1843					
Crewe - - - N.S.	- - -	- - -	3 6 5½	226 13 4	- -	1,060 17 6	38 6 0
Dane Bridge - N.S.	- - -	- - -	1 16 4	- -	- -	- - -	6 1 0
Davenham - - N.S.	- - -	- - -	1 14 9½	- -	- -	25 10 0	7 14 0
Delamere Forest - N.S.	150 0 0	Mar. 2, 1847					
Dukinfield, St. John's N.S.	600 0 0	Mar. 4, 1845	4 15 0½	97 6 8	- -	573 2 6	
Dukinfield, St. Mark's, Boys and Girls - N.S.	406 0 0	Feb. 23, 1848	- -	14 0 0	- -	209 17 6	
" " - "	2 7 0	Aug. 12, 1848					
" Infants - "	113 0 0	Mar. 12, 1850					
" " - "	42 0 0	Sept. 10, 1850					
Dukinfield, Factory B.S.	- - -	- - -	9 3 4	- -	- -	170 10 0	
Dukinfield, Moravian, Boys, Girls, and Infants - - B.S.	352 2 6	July 15, 1853	1 18 2	36 0 0	- -	71 0 0	
Ellesmere, Port - N.S.	45 0 0	June 18, 1845	- -	30 0 0			
Elworth - - N.S.	80 0 0	Mar. 26, 1849					
Fadilly - - - N.S.	124 0 0	May 28, 1850	1 0 0				
Frodsham, Endowed, Boys, Gram. Sch.	4 9 4	Sept. 26, 1848	- -	43 0 0	- -	157 5 0	4 5 0
Frodsham, Girls - N.S.	*100 0 0	Jan. 1837	3 1 4½				
" Infants "	73 10 0	May 5, 1852					
" Girls - "	26 0 0	June 24, 1852					
Godley-cum-Newton Green, Boys and Girls - - - N.S.	456 0 0	Dec. 21, 1849	2 13 0½	- -	- -	79 3 4	14 11 0
Grappenhall - N.S.	156 0 0	Nov. 30, 1846	5 15 11	75 15 0	- -	358 0 0	
" - - "	12 0 0	Apr. 15, 1847					
" - - "	35 0 0	Aug. 15, 1851					
Handforth - - N.S.	175 0 0	May 6, 1845	1 13 4	- -	- -	52 10 0	
Hartford - - N.S.	*78 0 0	July 19, 1834					
Haslington - - N.S.	- - -	- - -	1 1 4½				
Helsby - - - N.S.	100 0 0	Jan. 28, 1847					
Hollingworth, Inf. N.S.	222 0 0	Apr. 4, 1846					
Hoose, or Hoylake - N.S.	70 0 0	Oct. 23, 1844	2 6 8	- -	- -	75 0 0	
" " "	9 8 6	Sept. 1, 1854					
" Boys "	68 10 8	Nov. 8, 1854					
Hurdsfield, Upper N.S.	400 0 0	Oct. 5, 1841	6 0 11½	- -	- -	137 0 0	
" " - "	50 0 0	Jan. 13, 1844					
" " - "	20 0 0	Oct. 31, 1845					
Hurdsfield, Lower, Infants - - N.S.	350 0 0	May 17, 1845	1 6 5	39 17 6	20 0 0	160 8 4	
" " - "	6 8 0	June 3, 1851					
Huxley - - - N.S.	54 0 0	Apr. 26, 1851	1 10 0½				
Hyde - - - N.S.	*300 0 0	May 18, 1836					
Kelsall, St. Philip's N.S.	60 0 0	Oct. 24, 1846	1 9 8½				
Kingsley, Boys and Girls - - N.S.	120 0 0	Apr. 17, 1847					
" Infants - "	59 5 0	Jan. 24, 1853					
Knutsford - - Par.	- - -	- - -	1 5 9½				
Latchford, Infant - N.S.	100 0 0	Dec. 17, 1844					
" - -	15 16 0	Oct. 20, 1854					
Lawton, Church - N.S.	105 0 0	Oct. 7, 1844	3 11 8	- -	- -	329 5 0	6 16 0
Lawton - - - N.S.	- - -	- - -	- -	16 0	- -	- - -	2 2 0
Lees-in-Byley - N.S.	*35 0 0	Sept. 13, 1839					
Leftwich, Infants - N.S.	45 0 0	Mar. 11, 1842					

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	Amount.	Date of Payment.					
CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Leighton and Minshull Vernon - N.S.	21 0 0	Aug. 26, 1846	4 2 2¼	- -	- -	183 13 4	
" " - "	78 0 0	Jan. 24, 1850					
Liscard - - - N.S.	150 0 0	Mar. 17, 1842	- -	26 16 8	- -	- - -	3 6 0
Liscard, St Alban's R.C.	- - -	- - -	2 0 10	- -	- -	- - -	5 14 0
Lostock Gralam, Boys and Girls - N.S.	120 0 0	Mar. 11, 1852	2 0 9	25 0 0	- -	32 1 8	8 4 0
Lymm - - - N.S.	- - -	- - -	1 3 4	22 10 0	- -	15 0 0	3 18 0
Macclesfield, Ch. Ch. (Crompton Road) - - N.S.	232 0 0	Aug. 10, 1850					
Macclesfield, Ch. Ch. - - N.S.	200 0 0	Apr. 13, 1841	2 17 6½	93 16 8	- -	251 10 0	
" " - "	175 0 0	Feb. 11, 1846					
" " - "	14 0 0	Apr. 14, 1846					
Macclesfield, St. Peter's N.S.	405 0 0	Oct. 13, 1846					
Macclesfield, Old Church, or Town N.S.	34 0 0	July 24, 1846	3 13 6½	127 10 0	14 11 8	244 0 0	
" " - "	20 0 0	Nov. 18, 1847					
Macclesfield, St. Paul's " N.S.	417 0 0	Feb. 26, 1851	3 3 1½	21 5 0	- -	15 0 0	
Macclesfield, St. Alban's - - - R.C.	- - -	- - -	8 8 5½	- -	- -	122 0 0	
Malpas (Allport's Endowed) - - N.S.	- - -	- - -	2 14 2	21 5 0	- -	18 6 8	
Marlston-cum-Lache N.S.	*20 0 0	Oct. 27, 1838					
Marple - - - N.S.	*160 0 0	Feb. 10, 1838	4 6 4	- -	- -	32 10 0	4 0 0
Marple (High Lane) N.S.	152 0 0	June 30, 1847	2 19 8½	- -	- -	- - -	10 0 0
Marton - - - N.S.	46 0 0	Mar. 10, 1843	0 15 2				
Middlewich - - N.S.	*70 0 0	Dec. 16, 1835	2 10 0½	16 10 0	- -	88 15 0	
Middlewich - - Wes.	- - -	- - -	- -	15 0 0			
Mossley - - - N.S.	250 0 0	Oct. 30, 1845	3 12 0	16 10 0			
Mottram in Longdendale - - N.S.	20 13 0	Nov. 8, 1853	8 6 8				
Moulton - - N.S.	38 0 0	Feb. 22, 1843					
Nantwich - - N.S.	*240 0 0	May 25, 1838	10 7 9	88 0 10	- -	388 15 10	
" - - "	55 0 0	May 16, 1850					
Nantwich - - Wes.	- - -	- - -	5 11 2½	36 0 0	- -	357 3 4	
Newton in Mottram N.S.	500 0 0	Nov. 22, 1843					
" " - "	36 0 0	Apr. 12, 1847					
Norbury - - N.S.	20 0 0	May 6, 1845	- -	- -	- -	- - -	8 10 0
" - - "	61 0 0	Sept. 8, 1853					
Northenden - - N.S.	40 0 0	July 26, 1841					
Northwich - - N.S.	- - -	- - -	- -	9 0 0			
Northwich - - Wes.	- - -	- - -	4 6 11½	18 0 0	- -	171 0 0	
Over - - - N.S.	- - -	- - -	- -	21 5 0	- -	- - -	0 18 0
Over Lane - - Wes.	- - -	- - -	4 2 6½	21 5 0	- -	80 10 0	12 7 0
Oxton, Boys, Girls, and Infants - N.S.	517 6 8	Nov. 8, 1853	- -	42 10 0	- -	2 10 0	
Penny Bridge - N.S.	*70 0 0	Nov. 28, 1838					
Poynton - - N.S.	- - -	- - -	9 4 7½	58 17 6	30 0 0	565 15 10	31 10 0
Rainow - - - N.S.	170 0 0	Nov. 21, 1843	1 10 8½				
Rudheath - - N.S.	- - -	- - -	1 2 11				
Runcorn - - N.S.	- - -	- - -	5 2 3½	- -	- -	30 0 0	
Runcorn, Trinity - N.S.	308 0 0	Aug. 10, 1848	10 3 4½	31 0 0	- -	203 5 0	
Runcorn - - Wes.	486 0 0	Feb. 27, 1849	12 1 1½	- -	- -	290 0 0	
Saltney-cum-Lache N.S.	22 0 0	Sept. 4, 1854	1 13 0½	4 2 6			
Sandbach - - N.S.	250 0 0	Feb. 5, 1842	10 9 9	103 5 0	20 0 0	1,276 18 4	
" - - "	20 0 0	July 25, 1845					
" - - "	40 0 0	Oct. 26, 1848					
" - - "	180 10 0	Mar. 18, 1850					
Sencombe - - Wes.	- - -	- - -	2 13 4				
Shadow Moss - N.S.	*30 0 0	July 22, 1840					
Siddington and Capesthorne - N.S.	150 0 0	Mar. 10, 1843	3 7 6	103 6 8	- -	183 15 0	
Smallwood - - N.S.	100 0 0	July 18, 1846	- -	- -	- -	- - -	2 17 0

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CHESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stalcy, St. Paul's - N.S.	500 0 0	Aug. 10, 1843	5 6 1¼	- -	- -	606 13 4	
" " - "	100 0 0	Apr. 26, 1852					
Staley, Millbrook, St. Paul's - - N.S.	256 0 0	Aug. 30, 1848	1 17 1	- -	- -	75 12 6	
Staleybridge, Factory - - - B.S.	- - -	- - -	11 6 2½	144 11 8	30 0 0	484 0 0	
Stockport, St. Thomas', Boys, Girls, and Infants - N.S.	*750 0 0	Dec. 6, 1837	18 16 10	49 10 0	- -	389 15 0	
" " - "	11 10 0	Dec. 6, 1849					
Stockport, St. Peter's N.S.	212 0 0	July 3, 1845					
" " - "	35 0 0	Aug. 14, 1846					
Stockport - - B.S.	250 0 0	Sept. 2, 1845	8 8 4	102 10 0	30 0 0	378 6 8	
Stockport - - R.C.	- - -	- - -	6 3 9	54 15 0	- -	334 5 0	
Stretton - - N.S.	- - -	- - -	1 11 6	148 15 0	- -	189 3 4	
Sutton, St. George's Chapel, Infants and Sunday - Ch.Sch.	*400 0 0	May 8, 1836					
Sutton, St. George's N.S.	250 0 0	Sept. 17, 1845	6 3 0½	- -	- -	83 0 0	
" " - "	13 6 8	Aug. 8, 1849					
Sutton, Higher, St. James', - - N.S.	*150 0 0	July 1841 -	- -	26 5 0			
Tarporley - - N.S.	304 0 0	Oct. 27, 1849	4 9 1½	- -	- -	175 8 4	7 13 0
Tarvin - - N.S.	*77 0 0	June 1840 -	1 10 6				
Tattenhall - - N.S.	- - -	- - -	1 4 10½	- -	- -	- - -	11 16 0
Taxal and Fernilee N.S.	214 0 0	July 12, 1848	1 13 4½	60 0 0	- -	52 11 0	
Tintwistle - - N.S.	*195 0 0	Nov. 27, 1839	3 19 2½	- -	- -	32 10 0	
" - - "	100 0 0	Apr. 13, 1848					
" - - "	13 17 4	July 26, 1853					
Tintwistle - - B.S.	200 0 0	Dec. 30, 1840	6 12 5½	- -	- -	262 0 0	
Tranmere, Limekiln Lane - Ch.of E.	150 3 4	Jan. 25, 1854	- -	10 0 0			
Upton, St. Mary's - N.S.	70 0 0	July 25, 1843	1 13 4½	- -	- -	15 0 0	
Utkinton - - N.S.	45 0 0	Feb. 5, 1845					
Wharton - - N.S.	165 0 0	Oct. 18, 1847	3 7 3½	- -	- -	66 10 0	17 14 0
" - - "	39 18 6	June 28, 1848					
Wilmslow, The Oak (Styall) - - B.S.	- - -	- - -	- -	- -	- -	47 10 0	
Winsford - - N.S.	150 0 0	Nov. 4, 1846	- -	20 0 0	- -	- - -	10 5 0
Witton - - N.S.	- - -	- - -	- -	121 19 2	- -	752 13 9	
Woodbank - - N.S.	*30 0 0	Nov. 29, 1834					
Woodford - - N.S.	123 0 0	July 29, 1848	2 3 1½	66 0 0	- -	36 9 2	
Worleston, Infants N.S.	40 0 0	Sept. 8, 1853					
CORNWALL.							
Agnes, St. - - B.S.	*250 0 0	Dec. 23, 1839					
" - - "	126 10 0	Apr. 1, 1840					
Altarnun - - N.S.	*32 0 0	Sept. 20 1837	1 0 11	- -	- -	45 0 0	6 14 0
Austell, St. - - N.S.	*150 0 0	June 10, 1837	1 0 4½	16 10 0	- -	144 10 0	
" - - "	16 19 6	Aug. 12, 1848					
Austell, St. - - B.S.	*100 0 0	July 25, 1835					
Baldiu - - N.S.	120 0 0	Sept. 20, 1848	1 0 0	17 10 0	- -	161 15 0	8 6 0
Blazey, St. - - N.S.	200 0 0	May 29, 1845					
" - - "	12 0 0	May 19, 1849					
Bodmin - - Wes.	- - -	- - -	3 19 9½	101 15 0	- -	158 0 0	
Boscastle - - N.S.	50 0 0	June 18, 1844	1 11 9	- -	- -	75 0 0	6 0 0
Bottoms, St. Levan's Wes.	228 0 0	Mar. 9, 1850	3 17 9½	- -	- -	- - -	1 16 0
Breage, St. - - N.S.	*125 0 0	May 7, 1840	1 18 6½	54 0	- -	82 0 0	10 17 0
" - - "	30 0 0	Oct. 23, 1845					
" - - "	20 0 0	May 9, 1850					
Breward, St. - - N.S.	- - -	- - -	1 13 4	10 10 0			
Buryan, St. - - N.S.	34 17 2	Sept. 7, 1850	6 0 11	46 10 0	- -	118 5 0	
" - - "	6 13 6	May 25, 1853					
Callington - - N.S.	120 0 0	June 28, 1842					
Calstock - - N.S.	- - -	- - -	3 10 11				
Camborne - - N.S.	225 0 0	Sept 30, 1845	- -	- -	- -	20 0 0	
" - - "	20 0 0	Nov. 7, 1848					
Camborne - - B.S.	*150 0 0	Nov. 18, 1835	1 6 2	- -	- -	75 10 0	

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	Amount.	Date of Payment.					
CORNWALL.—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Camelford, Boys and Girls - - N.S.	200 0 0	May 16, 1854	2 16 0½				
Cardynham - - N.S.	*50 0 0	Mar. 6, 1839					
Chacewater - - N.S.	180 0 0	Jan. 21, 1848	2 16 11½	17 10 0	- -	202 18 4	10 16 0
Cornwall, Central (Truro) - - N.S.	- - -	- - -	6 8 4½	170 9 2	- -	820 10 0	
Constantine - - B.S.	*70 0 0	Feb. 3, 1838	6 19 4½	15 16 8	- -	423 6 8	
Creed, Boys - - Par.	166 10 0	Oct. 10, 1854					
Crowan - - N.S.	112 0 0	Dec. 23, 1845	1 13 3½	21 13 4	- -	251 3 4	
Cubert - - Ch. of E.	- - -	- - -	1 5 0				
Cusgarne - - N.S.	60 0 0	Apr. 18, 1844					
Devoran - - N.S.	65 0 0	Oct. 14, 1847	- - -	- - -	- -	- - -	6 13 0
Devyock - - N.S.	80 0 0	May 23, 1845	2 7 5½	- - -	- -	20 8 4	
" - - "	4 8 6	Aug. 12, 1848					
" - - "	34 0 0	Mar. 1, 1850					
Erth, St. - - N.S.	80 0 0	June 30, 1841	4 4 3½	114 10 0	- -	276 0 0	
" - - "	4 10 0	Nov. 29, 1848					
" - - "	20 0 0	Feb. 4, 1850					
Ewe, St. (Eclectic) N.S.	- - -	- - -	- - -	95 0 0	- -	214 8 4	12 13 0
Falmouth - - B.S.	- - -	- - -	8 1 7½	89 7 6	25 0 0	753 11 8	
Feock, St. - - N.S.	65 0 0	Jan. 20, 1847	1 8 4	- - -	- -	- - -	6 4 0
Gwennap (Church Town) - - N.S.	*42 0 0	May 30, 1840	3 12 2½	- - -	- -	84 0 0	
" " - - "	14 1 4	Apr. 14, 1851					
Helstone - - Wes.	- - -	- - -	1 3 1½	133 16 8	- -	98 15 0	
Hessenford, St. Ann's N.S.	2 6 0	Aug. 12, 1848	2 4 11½	- - -	- -	228 10 0	
" " - - "	7 17 8	Mar. 8, 1850					
Illogan - - N.S.	81 0 0	Feb. 21, 1846	3 14 10½	130 15 10	- -	300 15 5	
Ive, St. (Liskeard) N.S.	45 10 0	Mar. 13, 1843					
" " - - "	20 0 0	Sept. 16, 1844					
Ives, St. - - N.S.	300 0 0	June 10, 1847	1 5 11½				
Ives, St. - - Wes.	- - -	- - -	7 19 8½	142 8 4	- -	348 0 0	
Just, St. - - N.S.	193 0 0	July 3, 1848	3 4 0½	33 0 0	- -	101 5 0	
Just, St. - - Wes.	155 0 0	Nov. 26, 1849	- - -	- - -	- -	39 1 8	
Kenwyn, St. George's N.S.	- - -	- - -	- - -	39 0 0	- -	86 10 0	
Launcells - - N.S.	60 0 0	Feb. 1, 1844					
Launceston and St. Thomas' - - N.S.	*200 0 0	July 11, 1840	1 16 0	- - -	- -	371 16 8	
" " - - "	10 0 0	Sept. 1, 1849					
Launceston - - B.S.	*100 0 0	Jan. 14, 1837					
Lerrin - - N.S.	120 0 0	Apr. 24, 1846	1 16 3½				
Lewannick - - Wes.	- - -	- - -	1 13 4				
Lewtrenchard - N.S.	66 0 10	May 27, 1842					
Lezant - - N.S.	70 0 0	Aug. 14, 1848	0 14 8				
Liskeard - - B.S.	*125 0 0	Feb. 18, 1835	2 3 0½	92 10 0	- -	535 6 8	
" - - "	3 5 4	Jan. 25, 1849					
Ludgvan - - N.S.	*90 0 0	Nov. 16, 1836					
Mabyn, St. - - N.S.	110 0 0	Feb. 10, 1847					
Menheniot - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	4 0 0
Merrymeet - - N.S.	50 0 0	Oct. 23, 1846	- - -	- - -	- - -	- - -	7 16 0
Morwinstow - - N.S.	70 0 0	Jan. 22, 1845					
Mousehole - - Wes.	243 0 0	Aug. 15, 1848	8 0 0½	21 5 0	- -	360 6 8	12 1 0
" - - "	19 13 4	July 12, 1851					
" - - "	7 16 8	May 25, 1853					
Mylor Bridge - N.S.	- - -	- - -	8 11 3½	19 0 0	- -	430 1 8	7 16 0
Pelynt - - N.S.	75 0 0	Oct. 4, 1843					
Pendeen - - N.S.	241 10 0	Dec. 2, 1851	5 0 3	- - -	- -	10 0 0	
Penryn - - N.S.	*150 0 0	Apr. 21, 1838	3 18 3½	- - -	- -	269 10 0	
Penryn - - Wes.	144 0 0	Aug. 6, 1850	8 6 11½	- - -	- -	192 10 0	
Penzance - - N.S.	*340 0 0	Oct. 3, 1835					
Penzance - - Wes.	- - -	- - -	9 10 4	72 17 6	- -	368 1 8	
Perranzabuloe - N.S.	90 0 0	Nov. 8, 1844	1 11 1				
Polruan - - N.S.	80 0 0	Sept. 12, 1843	1 12 6½	- - -	- -	65 0 0	
" - - "	5 14 0	Jan. 25, 1849					
Pool, Trevenson - N.S.	81 0 0	July 28, 1846	7 7 2½	49 6 8	- -	193 0 0	
Porthleven - - N.S.	81 0 0	Mar. 4, 1846	- - -	- - -	- -	17 10 0	
Quethiock - - N.S.	*32 0 0	June 27, 1840	0 16 5½				
Redruth - - N.S.	- - -	- - -	8 7 6½	20 12 6	- -	143 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CORNWALL—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Saltash - - - N.S.	91 10 0	Apr. 28, 1842					
Sancreed - - N.S.	140 0 0	Nov. 25, 1844	1 5 4				
" - - - "	50 0 0	Aug. 25, 1845					
Scilly Isles, St. Mary's N.S.	- - -	- - -	- -	- -	- -	222 15 0	
Stoke-Clymsland, Boys, Girls, and Infants - - N.S.	250 0 0	May 5, 1853	2 11 3	3 15 0	- -	44 0 0	10 17 0
" " - - "	15 0 0	Feb. 16, 1854					
Stratton - - N.S.	180 0 0	June 7, 1849	2 10 1	- -	- -	124 10 0	8 14 0
Tideford - - N.S.	119 0 0	Feb. 20, 1849	1 13 4½				
Tintagel - - N.S.	- - -	- - -	1 0 7				
Tresco (Scilly) - N.S.	- - -	- - -	- -	15 0 0	- -	197 17 6	
Trevenson - - N.S.	- - -	- - -	2 0 9½	123 0 0	- -	326 10 0	15 5 0
Truro, St. Mary's - N.S.	*120 0 0	July 27, 1836	2 11 8½	- -	- -	178 10 0	
Truro - - - B.S.	*300 0 0	June 1, 1839	14 3 5½	92 10 0	- -	1,128 1 8	
Tuckingmill, All Saints' - - N.S.	120 0 0	Nov. 13, 1846	3 14 10½	- -	- -	142 6 8	
Tywardreath - N.S.	150 0 0	Oct. 14, 1842	- -	61 13 4	- -	- - -	9 12 0
- - - "	30 0 0	Mar. 13, 1849					
Wall - - - Wes.	- - -	- - -	4 0 0½				
Warbstow - - N.S.	*30 0 0	Jan. 18, 1837					
Wendron - - N.S.	*90 0 0	Dec. 13, 1837					
Zennor - - - N.S.	69 0 0	July 16, 1841					
CUMBERLAND.							
Allonby - - - B.S.	100 0 0	Nov. 20, 1841					
Alston, Girls - - N.S.	75 0 0	Mar. 25, 1844	2 2 1½	21 13 4	- -	177 11 8	4 5 0
and Infants - "	70 0 0	Dec. 19, 1845					
" - - - "	22 7 6	Mar. 18, 1852					
" - - - "	32 10 0	Mar. 2, 1854					
Aspatria - - N.S.	15 0 0	Mar 11, 1854	2 11 7½	30 0 0	- -	32 10 0	9 7 0
Bolton, Boys and Girls - - -	264 0 0	Aug. 3, 1854					
Brampton - - N.S.	- - -	- - -	3 5 3	92 17 6	- -	210 0 0	5 14 0
Brigham - - N.S.	- - -	- - -	2 6 1½	- -	- -	95 5 0	
Broughton, Great - N.S.	112 10 0	Dec. 27, 1847					
Carlisle (Fawcett) N.S.	334 0 0	Apr. 19, 1851	11 10 7½	68 15 0	- -	159 2 6	
" - - - "	18 6 4	Jan. 18, 1853					
Carlisle, Ch. Ch. - N.S.	165 0 0	Dec. 9, 1842	5 2 0	35 0 0	- -	412 10 0	
" " - "	100 0 0	Sept. 6, 1847					
" - - - "	60 0 0	Nov. 11, 1853					
Carlisle, Trinity - N.S.	145 10 0	Feb. 22, 1843	5 0 0	18 8 4	- -	509 8 6	
" - - - "	25 0 0	Dec. 18, 1845					
" - - - "	26 0 0	July 12, 1852					
Carlisle, Diocesan, Central - - N.S.	- - -	- - -	6 13 4	48 6 8	- -	305 3 4	
Carlisle - - - B.S.	*300 0 0	Feb. 11, 1835	6 12 7½	99 15 0	- -	435 16 8	
Carlisle, St. Patrick's R.C.	- - -	- - -	4 3 4	- -	- -	6 13 4	
Cleator - - - N.S.	- - -	- - -	- -	4 2 6			
Cockermouth - N.S.	170 0 0	June 17, 1845	4 0 7½	85 5 0	- -	283 3 4	
Crosby on Eden - N.S.	66 10 0	Jan. 4, 1845	1 7 0				
" - - - "	50 0 0	Aug. 1, 1846					
" - - - "	22 13 4	May 23, 1854					
Crosthwaite - - N.S.	- - -	- - -	3 4 6	21 0 0	- -	- - -	0 5 0
Crosthwaite, Free Grammar School -	- - -	- - -	- -	- -	- -	32 10 0	
Cumrew - - N.S.	57 0 0	Sept. 9, 1846	1 3 4				
Dacre - - - N.S.	*40 0 0	Dec. 14, 1836					
Dovenby - - N.S.	100 0 0	Dec. 23, 1845					
Drumburgh - - N.S.	*45 0 0	Apr. 5, 1836	2 7 8½				
Finglandd - - N.S.	*30 0 0	June 23, 1838					
Frizington - - N.S.	*25 0 0	Jan. 23, 1839					
Garrygill Gate, Boys - - - B.S.	- - -	- - -	2 13 4				
Greystoke - N.S.	- - -	- - -	2 17 3½	- -	- -	98 6 8	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
CUMBERLAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Holmhead - - B.S.	- - -	- - -	- - -	57 10 0	- -	228 10 0	
Hutton Mar - Ch. of E.	- - -	- - -	- - -	19 5 0			
Ive Gill - - - B.S.	30 0 0	Feb. 8, 1840					
Keswick, St. John's N.S.	- - -	- - -	- - -	- - -	- -	66 15 0	
Leadgate-in-Alston N.S.	- - -	- - -	2 1 8	7 10 0	- -	90 4 2	
Maryport - - N.S.	396 0 0	Dec. 22, 1848	2 0 5½	22 10 0	- -	29 0 0	
" - - "	20 0 0	Apr. 27, 1853					
Maryport - - B.S.	100 0 0	May 19, 1846	3 12 8	102 0 0	- -	187 3 4	
" - - "	15 0 0	Mar. 23, 1849					
Mowbray - - N.S.	70 0 0	Mar. 7, 1845					
Newby - - N.S.	50 0 0	June 21, 1853					
Newlands - - N.S.	- - -	- - -	1 0 0½				
Penrith - - N.S.	- - -	- - -	- - -	18 8 4	- -	12 10 0	
Penrith - - B.S.	200 0 0	May 2, 1848	3 6 8	- -	- -	170 5 0	
Penrith, Boys and Girls - - Wes.	234 15 0	Sept. 24, 1852	5 17 11½	85 0 0	- -	232 18 4	
Scaleby - - N.S.	40 0 0	Feb. 22, 1847					
Stanwix, Boys, Girls, and Infants - N.S.	*55 0 0	Apr. 3, 1839	9 10 11½	68 1 8	- -	701 15 0	20 16 0
" - - "	100 0 0	May 10, 1844					
" - - "	55 0 0	Jan. 27, 1845					
" - - "	19 18 8	June 22, 1848					
" - - "	70 0 0	Nov. 12, 1849					
" - - "	13 6 8	Jan. 29, 1851					
" - - "	49 10 0	Sept. 8, 1853					
Thursby, Endowed N.S.	- - -	- - -	2 9 11				
Upperty, Boys and Girls - - N.S.	174 0 0	June 8, 1854					
Wetheral Ch. Sch.	- - -	- - -	2 6 8½				
Whitehaven, Trinity, Boys and Girls - N.S.	*200 0 0	Mar. 1, 1837	6 5 11½	115 10 0	- -	349 1 8	
" " - "	75 0 0	May 17, 1848					
" " - "	206 6 8	Aug. 11, 1852					
Whitehaven, St. Nicholas', Infants - N.S.	213 0 0	June 15, 1847					
Whitehaven - - P.U.	- - -	- - -	- - -	- - -	- -	19 0 0	
Whitehaven - - R.C.	- - -	- - -	7 10 0½	10 16 8	- -	- - -	4 17 0
Wigton - - N.S.	- - -	- - -	5 2 4	- -	- -	29 0 0	
Wigton - - B.S.	*210 0 0	July 29, 1834					
Wigton, St. Cuthbert's R.C.	- - -	- - -	2 10 0½				
DERBYSHIRE.							
Alfreton - - N.S.	350 0 0	July 18, 1848	1 17 0½	- -	- -	88 15 0	
Allestree - - N.S.	- - -	- - -	3 0 0				
Ashbourne - - N.S.	- - -	- - -	4 19 5	12 0 0	- -	157 10 0	5 12 0
Aston-on-Trent - N.S.	54 0 0	Oct. 22, 1845					
Bakewell - - N.S.	137 5 0	Dec. 4, 1848	- - -	- - -	- -	- - -	0 15 0
Bamford - - N.S.	62 10 0	June 28, 1842	1 1 3½				
Baslow, Ch. Ch. - N.S.	- - -	- - -	2 13 11½	15 0 0	- -	90 16 8	
Belper, Boys and Girls - - N.S.	536 0 0	Nov. 16, 1849	9 9 7½	70 0 0	- -	226 10 0	
Belper - - - Wes.	- - -	- - -	5 11 8	121 13 4	- -	243 10 0	
Belper - - - P.U.	- - -	- - -	- - -	- - -	- -	29 0 0	
Biggin, St. Thomas' N.S.	150 0 0	July 11, 1849	3 15 7				
Bolsover - - N.S.	40 0 0	Feb. 7, 1845	1 0 9½	- -	- -	- - -	3 0 0
" - - "	70 0 0	July 14, 1848					
Borrowash, Infants N.S.	- - -	- - -	2 16 1	- -	- -	90 12 6	
Boylestone - - N.S.	90 0 0	May 13, 1846	0 15 0	- -	- -	7 10 0	
" - - "	3 18 6	Nov. 20, 1847					
Brackenfield - N.S.	70 0 0	Nov. 25, 1845					
" - - "	39 4 0	Sept. 24, 1847					
Brailsford - - N.S.	- - -	- - -	1 1 3½	83 13 4	- -	138 0 0	
Brampton, St. Thomas' - - N.S.	- - -	- - -	- - -	- - -	- -	10 0 0	
Brimington - - N.S.	75 0 0	Apr. 2, 1841	- -	16 10 0			
" - - "	3 0 0	Feb. 5, 1847					

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	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Broughton, Church - N.S.	- - -	- - -	1 9 0	-	-	32 10 0	
Buxton, Infants - N.S.	- - -	- - -	2 14 11½	-	-	32 10 0	
Buxton - - Wes.	92 10 0	June 17, 1851					
Chapel-en-le-Frith N.S.	*105 0 0	July 25, 1840	3 16 2	22 5 0	-	199 3 4	5 0 0
" " - "	8 17 0	July 20, 1847					
" " - "	17 0 0	Oct. 4, 1853					
Charlesworth - N.S.	250 0 0	Feb. 6, 1851 -	3 8 7½	39 13 4	-	15 0 0	10 18 0
Charlesworth - B.S.	- - -	- - -	- - -	- - -	-	63 0 0	
Chesterfield, Trinity N.S.	50 0 0	Aug. 10, 1847					
Chesterfield, Victoria - - N.S.	160 0 0	May 8, 1848	2 3 3	80 10 0	-	279 8 4	
Chinley - - B.S.	*40 0 0	Aug. 22, 1835					
Codnor and Loscoe N.S.	67 0 0	Aug. 9, 1842	2 6 2				
Crich - - - N.S.	250 0 0	Oct. 19, 1848	2 0 8	22 10 0	-	- - -	2 1 0
Derby - - - B.S.	450 0 0	Aug. 5, 1844	13 9 2½	89 3 4	-	898 10 0	
Derby, All Saints' - N.S.	*160 0 0	Oct 25, 1837	6 4 10½	43 0 0	-	92 10 10	
" " - "	10 14 6	Apr. 14, 1848					
" " - "	311 0 0	Mar. 29, 1852					
Derby, Ch. Ch. - N.S.	250 0 0	Dec. 17, 1852	3 0 0	26 2 6	-	78 11 8	
Derby (Curzon Street) N.S.	355 0 0	Nov. 9, 1842	22 13 2½	154 5 10	-	1,005 15 0	
" " - "	40 0 0	August 1845					
" " - "	12 0 0	Sept. 1846					
" " - "	2 10 0	Nov. 18, 1847					
" " - "	20 0 0	June 15, 1849					
" " - "	13 6 8	May 9, 1850					
" " - "	7 0 0	July 12, 1851					
" " - "	8 19 0	Dec. 28, 1853					
Derby, Diocesan Board -	- - -	- - -	12 4 11				
Derby, Holy Trinity N.S.	250 0 0	May 1841 -	23 13 6	109 10 0	30 0 0	1,421 15 0	
" " - "	306 0 0	July 11, 1851					
" " - "	70 0 0	Nov. 25, 1853					
Derby, King Street, Wes.	- - -	- - -	- -	17 18 4			
Derby, Practising School - - -	- - -	- - -	4 3 4½				
Derby, St. Alkmund's N.S.	211 0 0	Mar. 18, 1853	10 0 0	19 19 2	-	23 15 0	
Derby, St. Josephs' R.C.	- - -	- - -	7 14 8	- -	-	244 5 0	
Derby, St. Mary's - R.C.	- - -	- - -	- -	46 11 8	-	43 10 0	
Derby, St. Michael's N.S.	- - -	- - -	3 9 3	6 8 4	-	8 15 0	
Derby, St. Paul's - N.S.	234 15 0	July 1, 1852	2 10 0	- -	-	- - -	12 5 0
Derby, St. Peter's (Bag Lane), Infts. N.S.	*85 0 0	Feb. 1, 1840	1 12 5½	- -	-	118 10 0	
Derby, St. Peter's (DevonshireStreet), Girls - - N.S.	*125 0 0	May 8, 1839	2 19 6	- -	-	30 8 4	
Derby, St. Peter's (Siddall's Lane), Infants - - N.S.	*a*160 0 0	Nov. 22, 1834	2 13 5				
Derby, St. Peter's (Traffic Street), Boys - - - N.S.	*b*124 0 0	Apr. 29, 1847	5 16 8	- -	-	255 15 0	
Dore - - - N.S.	20 0 0	Feb, 23, 1846	1 14 1½				
Doveridge, Girls - N.S.	- - -	- - -	- -	- -	-	131 10 0	
Draycott and Wilne, Mixed and Infants - - - Parl.	386 0 0	Dec. 6, 1854					
Eaton, Little - N.S.	50 0 0	Dec. 1, 1842	5 16 5½	81 13 4	-	152 5 10	13 19 0
" - - - "	15 0 0	May 19, 1849					
" - - - "	20 0 0	Sept. 1, 1849					
Edale - - N.S.	- - -	- - -	1 2 10				
Edensor - - N.S.	- - -	- - -	2 16 10	77 16 8	-	151 13 4	
Eyam - - - N.S.	- - -	- - -	1 1 4½				
Glossop - - B.S.	*c*225 0 0	Nov. 30, 1836					

a For Siddal's Lane and Traffic Street schools.
b For repairing Rag Lane, Siddal's Lane, Devonshire Street, and Traffic Street schools.
c School pulled down, and part of proceeds of sale of material, with interest, (165*l.* 8*s.* 1*d.*,) repaid to Lords of Her Majesty's Treasury.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hadfield - - Wes.	- - -	- - -	2 6 3½	12 10 0			
Hardwick - - N.S.	- - -	- - -	- -	15 0 0	- -	2 2 0	
Hathersage - - N.S.	- - -	- - -	2 10 0	- -	- -	102 10 0	3 0 0
Hathersage - - Wes.	- - -	- - -	1 3 10	12 0 0			
Hayfield - - N.S.	*116 0 0	Mar. 9, 1839					
Hazlewood - - N.S.	69 0 0	June 1846 -	1 1 2½	- -	- -	- - -	2 8 0
Hazlewood - - R.C.	- - -	- - -	1 11 7	29 6 8	- -	52 10 0	
Heage - - N.S.	68 0 0	Sept. 1, 1841					
" - - - "	1 16 4	Oct. 2, 1846					
Heanor - - N.S.	220 0 0	Nov. 16, 1848	4 17 2½				
Horsley, Endowed School - - "	24 13 4	Oct. 22, 1849	3 6 1½				
Ilkeston, Boys - N.S.	4 3 0	Nov. 18, 1847	3 14 0½	48 10 10	- -	190 9 2	11 19 0
" Girls - "	131 5 0	July 4, 1851					
Ilkeston - - B.S.	200 0 0	Sept. 14, 1846	4 6 8	- -	- -	46 10 0	
Ironville - - N.S.	490 0 0	Mar. 13, 1852	8 0 0½	52 8 4	- -	75 10 0	19 11 0
Kniveton - - N.S.	53 0 0	Mar. 14, 1849					
Langley, Kirk - N.S.	40 0 0	August 1845	5 9 10				
" - - "	5 9 10	Sept. 14, 1847					
Littleover - - N.S.	70 0 0	Nov. 1845					
Longford - - N.S.	- - -	- - -	- -	33 0 0	- -	10 0 0	2 19 0
Matlock Bath, Boys and Girls - - N.S.	205 0 0	May 27, 1854					
Measham - - N.S.	*20 0 0	Oct. 18, 1837	5 12 8	87 0 0	- -	283 10 0	
" - - - "	60 0 0	Feb. 3, 1847					
" - - "	28 0 0	Oct. 18, 1851					
Melbourne - - N.S.	- - -	- - -	2 6 8½	33 0 0	- -	46 10 0	3 12 0
Mickleover - - N.S.	- - -	- - -	1 0 8½				
Middleton - - N.S.	75 0 0	July 28, 1846					
Middleton, Stoney N.S.	- - -	- - -	- -	33 0 0			
Milford - - - B.S.	- - -	- - -	15 8 5	51 5 0	22 18 4	645 0 0	24 14 0
Monyash - - N.S.	- - -	- - -	1 0 1				
Morley - - N.S.	17 1 9	Dec. 29, 1850	1 13 4				
Newhall - - N.S.	- - -	- - -	- -	20 0 0	- -	26 13 4	
Newmills - - N.S.	300 0 0	Oct. 17, 1846					
Newmills - - Wes.	- - -	- - -	3 13 4½	30 0 0	- -	2 10 0	9 15 0
Normanton, South N.S.	*64 0 0	Nov. 9, 1839					
Normanton, Ch. of Eng.	- - -	- - -	- -	14 3 4			
Norton, Greenhill - N.S.	46 0 0	May 28, 1844	0 12 0½				
Ockbrooke - - N.S.	200 0 0	Jan. 28, 1850	3 1 8	- -	- -	220 0 10	
Osmaston - - N.S.	- - -	- - -	5 3 4½	26 15 0	- -	217 5 0	
Ravenstone - - N.S.	- - -	- - -	- -	- -	- -	- - -	2 10 0
Riddings - - N.S.	275 0 0	Aug. 12, 1845	2 13 3	43 10 0	- -	37 10 0	
Ridgway - - N.S.	*80 0 0	Sept. 27, 1837	1 10 0½	- -	- -	- - -	2 5 0
Ripley - - N.S.	- - -	- - -	3 16 9½	118 0 0	- -	210 0 0	
Ripley - - Wes.	- - -	- - -	4 3 4	- -	- -	32 10 0	
Scropton - - N.S.	80 0 0	Jan. 3, 1853	- -	- -	- -	- - -	0 15 0
Shardlow - - Par.	- - -	- - -	3 9 6½	57 0 0	- -	194 2 6	13 19 0
Shirebrook - - N.S.	83 5 0	Nov. 30, 1852					
Shirland - - N.S.	133 10 0	Aug. 20, 1851	2 3 4	35 0 0	- -	15 0 0	
Shirley - - N.S.	62 0 0	Nov. 28, 1845	1 2 6½	8 5 0	- -	26 17 6	3 12 0
" - - - "	8 14 8	Sept. 15, 1846					
Smalley - - N.S.	35 0 0	Apr. 3, 1848 -	4 3 7½	127 5 10	- -	217 8 4	1 8 0
" - - "	153 0 0	Sept. 28, 1848					
Spenk-Hill - - R.C.	- - -	- - -	3 16 2	17 10 0	- -	5 0 0	15 9 0
Spondon - - N.S.	183 0 0	June 20, 1840	- -	- -	- -	113 6 8	
Stanton-by-Dale, Boys, Girls, and Infants - - N.S.	263 0 0	June 17, 1854	- -	- -	- -	- - -	17 10 0
Stapenhill, Boys and Girls - - N.S.	- - -	- - -	2 17 6½	5 8 4	- -	32 10 0	2 8 0
Staveley - - N.S.	200 0 0	May 1844					
Sudbury (Lady Vernon's) - - N.S.	- - -	- - -	- -	98 13 4	- -	236 10 0	
Tansley - - N.S.	60 0 0	June 8, 1842	0 11 0½	- -	- -	- - -	5 4 0
" - - "	1 2 4	Feb. 8, 1847 -					
" Infants - "	60 0 0	Aug. 28, 1849					
Tideswell - - N.S.	255 0 0	Feb. 25, 1847					
" - - "	50 0 0	Apr. 9, 1850					
Turnditch - - N.S.	75 0 0	May 19, 1847					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DERBYSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whitfield - - N.S.	300 0 0	Apr. 28, 1848	5 0 0				
Whittington, Endowed -	144 0 0	July 23, 1849	3 13 7½				
Wirksworth - - N.S.	234 0 0	Dec. 15, 1852	5 2 8	- -	- -	- - -	9 19
Yeaveley - - N.S.	26 10 0	March 1842					
" - - "	32 0 0	Jan. 1847					
DEVONSHIRE.							
Appledore - - N.S.	130 0 0	May 15, 1844	2 0 0½	- -	- -	234 15 0	
" - - "	2 0 0	Apr. 6, 1846					
" - - "	6 6 8	Mar. 31, 1852					
Ashburton - - N.S.	*38 0 0	Nov. 24, 1838					
Ashton - - - N.S.	*37 0 0	Jan. 23, 1839					
Awliscombe - - N.S.	*36 0 0	Nov. 7, 1840					
Axminster - - N.S.	158 0 0	Aug. 6, 1850	4 13 5½	41 5 0	- -	361 0 0	20 17 0
Axmouth - - N.S.	8 11 4	Mar. 31, 1853	1 17 6	28 15 0	- -	32 10 0	5 18 0
Barnstaple, Girls and Infants - N.S.	*100 0 0	July 29, 1835	- -	28 8 4	- -	174 18 4	
Barnstaple, Trinity, Boys and Girls - N.S.	345 0 0	Mar. 9, 1849	7 0 0	- -	- -	63 0 0	
Barnstaple, Endowed, Blue-coat - - N.S.	- - -	- - -	- - -	- -	- -	55 16 8	
Barnstaple - - Wes.	- - -	- - -	7 14 8½	35 7 6			
Beaworthy - - N.S.	*25 0 0	Dec. 17, 1834					
Berryn Arbor - N.S.	126 0 0	Nov. 29, 1848	1 4 2				
Bickleigh - - N.S.	55 0 0	June 28, 1842					
" - - "	4 13 4	Dec. 19, 1853					
Bideford - - B.S.	*240 0 0	Jan. 14, 1837	- -	19 14 2	- -	298 0 0	
Bideford, Longbridge N.S.	125 0 0	Jan. 18, 1849	3 5 9½	35 0 0	- -	318 13 4	
Blackawton - - N.S.	*37 0 0	Aug. 13, 1836					
Bovey Tracey - N.S.	*87 0 0	Feb. 7, 1835	2 13 11				
Bradninch - - N.S.	*99 0 0	Dec. 26, 1838					
" - - "	25 0 0	June 10, 1850					
Bratton Clovelly - N.S.	*65 0 0	Aug. 18, 1838	1 6 4				
Bratton Fleming - N.S.	65 0 0	Apr. 2, 1841	- -	- -	- -	- - -	6 9 0
Brixham, Endowed N.S.	50 0 0	Aug. 15, 1854	4 10 0½	4 2 6	- -	80 10 0	
Buckfastleigh - N.S.	189 0 0	May 13, 1842					
Buckfastleigh - B.S.	*170 0 0	Dec. 30, 1835					
Buckland, West - N.S.	70 0 0	Oct. 14, 1846	- -	- -	- -	- - -	6 19 0
" " - "	20 0 0	July 20, 1847					
" " - "	20 0 0	July 18, 1854					
Buckland, Egg - N.S.	133 0 0	Aug. 16, 1848					
Budeaux, St. - - N.S.	*40 0 0	May 3, 1837					
Butterleigh - - N.S.	26 0 0	Jan. 1, 1844					
Cadeleigh - - N.S.	40 0 0	June 7, 1842					
Chagford - - Par.	- - -	- - -	2 2 0½	- -	- -	3 6 0	
Cheriton, Bishop - N.S.	*25 0 0	Apr. 21, 1838					
Chittlehampton - N.S.	- - -	- - -	1 13 4½	- -	- -	100 0 0	
Chumleigh - - B.S.	*50 0 0	Apr. 27, 1836					
Colebrooke - - N.S.	*140 0 0	Feb. 7, 1835					
Collumpton - - N.S.	21 0 0	May 21, 1853	3 5 7				
Colyton - - - N.S.	*92 0 0	Nov. 30, 1836					
Colyton Rawleigh - N.S.	60 0 0	Jan. 20, 1841					
Combmartin - N.S.	104 15 6	Apr. 1, 1854	5 2 11½	- -	- -	18 6 8	4 4 0
Countess Wear, Mixed - - N.S.	100 0 0	Aug. 12, 1854					
Culmstock - - N.S.	70 0 0	Apr. 18, 1840					
Dawlish - - - N.S.	- - -	- - -	- -	- -	- -	141 10 0	5 8 0
Devon and Exeter, Central, Boys and Girls - - - N.S.	- - -	- - -	12 4 2½	148 11 8	- -	475 16 8	
Devonport, St. Stephen's - - - N.S.	- - -	- - -	3 2 10	49 17 6	-	103 0 0	
Devonport, St. James' - - N.S.	- - -	- - -	4 15 10	51 0 0	-	242 8 4	

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	Amount.	Date of Payment.					
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Devonport, Royal Naval and Military Free - - B.S.	653 0 0	Jan. 9, 1849	11 1 6½	38 10 0	- -	450 5 0	
" " - "	250 0 0	Jan. 30, 1854					
Devonport, St. Mary's - - N.S.	- - -	- - -	- - -	15 2 6	- -	16 5 0	
Dittisham - - N.S.	75 0 0	Apr. 2, 1844	1 3 7	- -	- -	33 15 0	
" - - "	17 10 0	Mar. 23, 1847					
Down, West - - N.S.	50 0 0	Aug. 13, 1842					
Drewsteignton - N.S.	- - -	- - -	2 3 11½	- -	- -	91 13 4	
Elmore - - - B.S.	- - -	- - -	7 14 2	11 0 0	- -	356 15 10	
Ermington - - N.S.	69 10 0	Dec. 22, 1841	1 8 0½				
" - - "	75 0 0	July 1, 1848					
Exbourne - - N.S.	*60 0 0	May 18, 1840					
Exeter, Boys and Girls - - - N.S.	- - -	- - -	11 12 3	8 6 8	- -	6509 2	
Exeter, St. Sidwell's, Boys and Girls - - - N.S.	467 0 0	Dec. 27, 1854	4 6 5½	31 5 0	- -	34 0 0	
Exeter, St. James' N.S.	200 0 0	July 14, 1845	- -	33 0 0	- -	57 1 8	
" " - "	3 2 0	Apr. 15, 1847					
" " - "	13 16 0	Mar. 31, 1853					
" " - "	8 0 0	Dec. 12, 1854					
Exeter, Episcopal Charity School - - - -	- - -	- - -	13 9 1½	122 12 6	- -	599 6 8	
Exeter, St. Thomas' - P.U.	- - -	- - -	- - -	- -	- -	30 0 0	
Exeter (Workhouse) -	- - -	- - -	- - -	- -	- -	97 10 0	
Exeter - - - B.S.	*150 0 0	Sept. 20, 1837					
Exeter (Mint Lane) Wes.	300 0 0	Sept. 11, 1848	11 1 3	101 13 4	30 0 0	486 3 4	
" " - "	35 0 0	Dec. 27, 1854					
Exmouth - - N.S.	- - -	- - -	- - -	* -	- -	130 10 0	
Halberton, Boys and Girls - - - N.S.	100 0 0	July 9, 1845	2 19 10½	- -	- -	79 0 0	13 14 0
" " - "	9 18 0	May 3, 1852					
" Infants - "	40 0 0	Mar. 24, 1854					
Hampton, High - N.S.	*35 0 0	Apr. 11, 1835					
Harberton Ford - N.S.	137 0 0	Jan. 2, 1850 -	1 15 3				
Hatherleigh - - N.S.	*112 0 0	June 8, 1839					
Hollacombe - - B.S.	*45 0 0	June 29, 1836					
Holsworthy - - N.S.	100 0 0	July 17, 1847	- -	- -	- -	- - -	13 13 0
Holsworthy, Boys and Girls - - Wes.	150 15 0	Apr. 2, 1852	3 18 8½	5 0 0	- -	15 0 0	6 9 0
Honiton - - B.S.	*150 0 0	Sept. 11, 1834					
Horrabridge, Secular School - - -	- - -	- - -	1 13 3½	22 10 0	- -	- - -	10 13 0
Huish, North - N.S.	63 0 0	July 16, 1846					
Ilfracombe - - N.S.	- - -	- - -	3 5 11½	77 10 0	- -	322 5 0	
Kelly - - Ch. of Eng.	- - -	- - -	- - -	- -	- -	3 6 8	
Kingsbridge and Dodbrooke - - N.S.	134 0 0	June 28, 1850	3 6 7½	29 0 0	- -	79 15 0	4 9 0
Kingsbridge and Dodbrooke - B.S.	103 0 0	Sept. 19, 1842	- -	76 8 4	- -	327 0 0	40 8 0
" " - "	100 0 0	Apr. 24, 1845					
" " - "	9 10 8	June 22, 1848					
" " - "	31 0 0	Nov. 1, 1854					
Kingsteignton - N.S.	188 0 0	Oct. 27, 1848	2 6 8½	- -	- -	51 2 11	1 15 0
" - - "	3 12 6	July 18, 1854					
Lamerton - - N.S.	- - -	- - -	1 10 0	- -	- -	13 15 0	
Loxhore - - N.S.	40 0 0	Mar. 21, 1843	1 1 9½				
Lynton - - N.S.	100 0 0	Dec. 9, 1843					
Marychurch, St. - N.S.	- - -	- - -	5 0 0½	43 0 0	- -	79 11 8	6 1 0
Meavy - - - N.S.	*25 0 0	Dec. 6, 1837					
" - - - "	30 0 0	Dec. 22, 1846					
Membury - - N.S.	51 0 0	Feb. 16, 1842	4 0				
" - - - "	10 0 0	Feb. 1, 1848					
Milton Abbot (Duke of Bedford's), Boys' Free School - - -	- - -	- - -	3 5 2	139 15 0	- -	233 15 10	
Milton Abbott, Girls N.S.	60 0 0	Dec. 15, 1848	1 5 2	- -	- -	96 5 0	7 15 0
Molton, South - N.S.	- - -	- - -	2 17 4	95 16 8	- -	82 10 0	

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DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Molton, South - Wes.	- - -	- - -	3 17 4½	57 0 0	- -	32 10 0	
Molton, South, Infant - - - B.S.	- - -	- - -	1 0 3¾	- -	- -	15 0 0	
Modbury - - N.S.	*100 0 0	Dec. 7, 1836					
„ - - „	77 0 0	July 6, 1854					
Northam - - N.S.	*90 0 0	Feb. 27, 1836	2 2 3	- -	- -	173 0 0	
Nos Mayo - - N.S.	100 0 0	Apr. 27, 1844	1 4 0½				
„ - - - „	11 0 0	Jan. 25, 1849					
Nympton, Bishop's N.S.	50 0 0	Dec. 5, 1842					
Okehampton - - N.S.	*82 0 0	May 13, 1837	3 3 4½	36 13 4	- -	12 1 8	13 18 0
Paignton - - N.S.	84 0 0	Nov. 13, 1846	2 15 2¾	- -	- -	6 13 4	
„ - - - „	5 10 0	Oct. 20, 1854					
Petherwyn, North - N.S.	80 0 0	Aug. 11, 1845					
Pilton - - N.S.	*100 0 0	Feb. 10, 1841	- - -	- -	- -	76 13 4	
Plymouth, The Grey School - - - -	- - -	- - -	2 0 0½	12 0 0			
Plymouth, Holy Trinity - - N.S.	- - -	- - -	4 12 3½	25 12 6	- -	66 10 0	
Plymouth, St. Andrew's Chapel - N.S.	- - -	- - -	2 15 7½	- -	- -	62 1 8	
Plymouth, Charles N.S.	600 0 0	July 6, 1847	13 4 6½	74 15 0	- -	734 10 0	
„ - - - „	26 5 5	Sept. 13, 1851					
Plymouth, Ch. Ch. N.S.	177 0 0	Mar. 20, 1850	1 0 0	- -	- -	3 6 8	
Plymouth, Free, Boys, Girls, and Infants - - B.S.	11 13 8	Nov. 29, 1848	4 1 8¼	- -	- -	1,886 5 0	
„ - - - „	95 15 0	Dec. 6, 1849					
„ - - - „	300 0 0	Nov. 6, 1851					
„ - - - „	80 13 4	Aug. 15, 1854					
Plympton, St. Mary's, Ridgway District - - N.S.	- - -	- - -	2 17 6	7 10 0	- -	250 13 4	22 0 0
Plymstock - - N.S.	- - -	- - -	3 13 5	- -	- -	62 10 0	
Rose Ash - - N.S.	65 0 0	Nov. 17, 1847					
Salcombe - - N.S.	150 0 0	May 5, 1848					
Sampford Peverell N.S.	100 0 0	Jan. 15, 1850					
Sandford - - Par.	- - -	- - -	- -	15 0 0	- -	25 8 4	
Shebbeare - - N.S.	*30 0 0	May 28, 1836					
Sidmouth, All Saints' N.S.	161 0 0	Mar. 16, 1849	2 3 7½				
Silverton - - N.S.	111 0 0	May 1, 1848					
Stoke Gabriel - N.S.	50 0 0	Nov. 6, 1843					
„ - - - „	4 10 0	Aug. 25, 1853					
Stoke Damerel - B.S.	*90 0 0	May 21, 1836	1 17 8½	23 15 0	- -	148 16 9	
Stonehouse - - N.S.	17 6 8	Sept. 3, 1852	3 14 9¾	49 10 0	- -	144 10 0	
Stonehouse - - Wes.	- - -	- - -	- -	33 0 0	- -	197 5 0	
Tavistock - - N.S.	415 0 0	Dec. 11, 1847	10 11 2¼	83 5 0	- -	533 1 8	
Tavistock - - B.S.	- - -	- - -	5 13 10½	47 5 0	- -	323 0 0	
Tavy, St. Mary's - B.S.	*100 0 0	July 29, 1837	2 7 6¾				
Tawton, Bishop's - N.S.	66 10 0	Dec. 13, 1843					
Thorverton - - N.S.	100 0 0	May 25, 1843	1 19 10½	18 6 8	- -	2 10 0	1 19 0
Tipton, St. John's - N.S.	50 0 0	June 29, 1843					
Tiverton, Boys, Girls, and Infants - - - B.S.	- - -	- - -	17 6 10	28 15 0	20 16 8	1,411 5 0	
Tiverton (Rampton Street), Infants - B.S.	- - -	- - -	5 0 0½	54 3 4	- -	187 10 0	
Topsham - - Wes.	- - -	- - -	2 3 4¾	33 0 0	- -	8 17 0	
Tor, Yonge's, Boys, Girls, and Infants - - - N.S.	250 0 0	Feb. 26, 1847	4 6 8½	- -	- -	16 13 4	
„ - - - „	36 0 0	July 29, 1847					
„ - - - „	15 6 8	Jan. 18, 1853					
„ - - - „	47 0 0	Nov. 9, 1854					
Torrington, Great - B.S.	*150 0 0	July 25, 1835					
Torrington, Black - N.S.	*40 0 0	Nov. 23, 1836					
Torquay - - N.S.	- - -	- - -	3 12 8	49 10 0	- -	326 8 4	
Uffculme - - -	- - -	- - -	- -	17 8 4	- -	15 0 0	
Up-Ottery - - N.S.	125 0 0	Oct. 4, 1844					
„ - - - „	1 16 0	Nov. 18, 1847					
Warkleigh - - N.S.	47 10 0	Mar. 8, 1847					

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	Amount.	Date of Payment.					
DEVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Whimple - - N.S.	96 0 0	Nov. 27, 1850	1 0 2				
Willand - - N.S.	70 0 0	Oct. 11, 1845					
Winkleigh - - N.S.	64 0 0	May 19, 1841					
Witheridge - - N.S.	95 0 0	Jan. 9, 1847	0 19 11½				
" - - "	82 0 0	July 17, 1847					
Withycombe, Rawleigh - - N.S.	49 5 10	Feb. 5, 1842					
Woodbury, Broadmead's, Endowed School - - -	- - -	- - -	2 2 11	12 10 0	- -	33 18 4	11 19 0
Woolborough and Highweek - - N.S.	150 0 0	June 3, 1844	3 4 7½	- -	- -	95 0 0	
" - - "	10 0 0	Feb. 4, 1850					
Yarnscombe - - N.S.	51 0 0	Sept. 16, 1848					
DORSETSHIRE.							
Allington - - N.S.	*80 0 0	Jan. 12, 1839					
Alton Pancras - N.S.	75 0 0	Apr. 27, 1847	0 17 5				
" - - - "	25 0 0	Dec. 1, 1848					
Beaminster - - N.S.	- - -	- - -	- -	9 6 8			
Black Down - - N.S.	60 0 0	July 1, 1847					
" - - "	22 0 0	July 17, 1847					
Blandford - - N.S.	130 0 0	Dec. 15, 1847	9 3 3½	98 10 0	- -	435 3 4	13 4 0
" - - - "	14 13 4	Mar. 8, 1852					
Blandford - - B.S.	150 0 0	Mar. 20, 1841					
Bradford Peverell, Ch. Sch. - - -	- - -	- - -	- -	5 0 0			
Bridport, Boys and Girls, General School - -	261 0 0	May 13, 1850	4 13 9½	21 1 8	- -	272 0 0	
" - - -	18 0 0	Dec. 19, 1853					
Broadmayne - - N.S.	48 0 0	May 30, 1846					
Broadwindsor - N.S.	150 0 0	Aug. 24, 1844	1 2 10½	30 0 0	- -	171 16 8	5 11 0
Burton East - - N.S.	38 0 0	Dec. 21, 1843					
Cann, St. Rumbolt N.S.	70 0 0	May 19, 1840					
" " - "	1 2 6	Nov. 7, 1848					
Cattistock " - N.S.	*45 0 0	Jan. 5, 1841					
Chardstock, Industrial - - - N.S.	*100 0 0	Sept. 7, 1839					
" " - "	150 0 0	May 7, 1850					
Chideock, Boys and Girls - - - N.S.	117 0 0	Mar. 7, 1849	1 6 8				
Compton, Nether and Over - - N.S.	114 0 0	Aug. 4, 1849	1 11 4	- -	- -	15 0 0	3 0 0
" " - "	7 13 4	Apr. 27, 1853					
Corfe Castle, Girls - N.S.	- - -	- - -	3 3 1¾	6 13 4	- -	46 16 0	11 18 0
Corfe Castle - - B.S.	*295 0 0	July 26, 1834	- -	- -	- -	214 4 2	
Corscombe - - N.S.	5 5 7	June 3, 1850	- -	10 0 0	- -	73 3 4	
Cranborne - - N.S.	- - -	- - -	- -	- -	- -	63 0 0	
Dorchester, Boys - N.S.	- - -	- - -	5 1 8½	56 0 0	- -	121 10 0	
Dorchester, Girls - N.S.	*80 0 0	Mar. 7, 1835	3 10 6½	- -	- -	181 10 0	
Enmore Green - N.S.	- - -	- - -	1 4 9	33 18 4	- -	175 12 6	
Farnham - - N.S.	*35 0 0	Aug. 20, 1837					
" - - - "	20 0 0	Jan. 19, 1849					
Farnham (Gypsey) N.S.	100 0 0	Mar. 27, 1848					
Gillingham - - N.S.	- - -	- - -	1 13 11	95 3 4	- -	117 10 0	
Godmanstone - N.S.	75 0 0	Jan. 21, 1850					
Halstock - - N.S.	*47 0 0	July 27, 1839	2 4 6½				
" - - - "	30 0 0	Nov. 18, 1845					
" - - - "	0 18 0	Feb. 3, 1846					
Hawkchurch - N.S.	10 0 0	Aug. 21, 1845					
Hinton, St. Mary's N.S.	70 0 0	Jan. 29, 1844					
Hinton Martell, Ch. Sch.	- - -	- - -	- -	- -	- -	- - -	8 15 0
Holt - - - N.S.	200 0 0	Oct. 14, 1844	1 4 0				
Ibberton - - N.S.	*25 0 0	Feb. 25, 1835					
Iwerne Minster - N.S.	*60 0 0	Oct. 2, 1839					
Kinson - - N.S.	*40 0 0	May 14, 1836					

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	Amount.	Date of Payment.					
DORSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kingston - - N.S.	- - -	- - -	3 9 2½	35 0 0	- -	32 10 0	7 12 0
Kington Magna - N.S.	- - -	- - -	1 3 0½				
Langton-Matravers N.S.	70 0 0	Dec. 31, 1845	2 0 8	- -	- -	- - -	4 12 0
Longfleet (Mixed) - N.S.	- - -	- - -	1 13 4				
Lyme Regis - - N.S.	- - -	- - -	2 11 1	35 0 0	- -	60 0 0	
Lyme Regis - - B.S.	*150 0 0	Oct. 25, 1837	1 15 0½	- -	- -	295 0 0	
" - - "	15 16 0	Nov. 4, 1852					
" - - "	7 0 0	Sept. 1, 1854					
Lytchet Minster - N.S.	*43 0 0	Dec. 4, 1839					
" - - "	3 12 0	May 22, 1846					
Maiden Newton and Frome Vauchurch - - N.S.	66 0 0	Oct. 28, 1842	2 9 1	28 6 8	- -	34 0 0	8 7 0
Marshwood - N.S.	51 0 0	May 1, 1843	- -	- -	- -	31 9 2	
" - - "	6 0 0	Oct. 21, 1845					
Melplaish - - N.S.	105 0 0	Nov. 11, 1850					
Milton Abbas - N.S.	- - -	- - -	- -	12 0 0			
Monkton Wyld, Ch. of Eng.	- - -	- - -	- -	13 6 8	- -	- - -	8 7 0
Morecombe Lake - N.S.	81 0 0	June 17, 1847					
Okeford, Child - N.S.	80 0 0	May 5, 1847	1 10 0	- -	- -	- - -	8 8 0
Osmington - - N.S.	*45 0 0	Dec. 27, 1837	- -	16 10 0	- -	70 0 0	2 15 0
" - - "	12 10 0	Jan. 17, 1852					
Piddletrenthide - N.S.	- - -	- - -	1 9 10½	- -	- -	15 0 0	
Pimperne - - N.S.	- - -	- - -	- -	- -	- -	- - -	13 12 0
Poole - - - N.S.	*150 0 0	Mar. 28, 1835	1 11 1				
Portland, St. John's N.S.	40 0 0	Oct. 27, 1843					
Powerstock - - N.S.	- - -	- - -	- -	- -	- -	15 0 0	
Preston - - N.S.	- - -	- - -	1 4 2½	32 0 0	- -	15 0 0	
Rampisham - N.S.	105 0 0	July 13, 1846	0 9 5	- -	- -	113 6 8	
Shaftesbury, Holy Trinity - - N.S.	103 0 0	Sept. 26, 1843	2 2 4½	128 0 0	- -	471 11 10	
Shaftesbury - B.S.	*100 0 0	Jan. 4, 1840					
Sherborne - - N.S.	- - -	- - -	8 14 1½	- -	- -	278 3 4	19 9 0
Sherborne, Newlands, Infants - N.S.	- - -	- - -	1 11 4	- -	- -	29 0 0	2 16 0
Sherborne, Long Street - - B.S.	- - -	- - -	2 14 2½	- -	- -	137 0 0	1 10 0
Stalbridge - - N.S.	- - -	- - -	1 16 10½	23 6 8	- -	46 10 0	4 2 0
Stinsford or Bockhampton - N.S.	85 0 0	Oct. 2, 1840					
Stourpaine - - N.S.	50 0 0	Nov. 26, 1841	1 10 0				
Stower Provost and Todbere - - N.S.	125 0 0	Nov. 26, 1850	1 6 11	- -	- -	15 0 0	6 2 0
Stower, East - N.S.	- - -	- - -	- -	18 6 8	- -	32 10 0	
Sutton-Waldron - N.S.	- - -	- - -	2 9 10½	85 7 6	- -	180 5 0	
Swanage - - N.S.	- - -	- - -	1 10 1				
Verwood - - N.S.	105 0 0	Oct. 19, 1847					
" - - "	2 13 6	Oct. 4, 1853					
Wareham - - N.S.	- - -	- - -	9 15 10	83 6 8	- -	461 10 0	13 15 0
Weymouth - - B.S.	- - -	- - -	1 11 2	- -	- -	19 3 4	
Weymouth, Holy Trinity, Boys and Girls - - N.S.	330 0 0	Aug. 5, 1854	6 13 4½	- -	- -	11 3 4	
Weymouth and Melcombe Regis - N.S.	80 0 0	May 23, 1854	5 13 4	14 5 0	- -	176 0 0	
Whitchurch Canonicorum - N.S.	100 0 0	Mar. 24, 1841	- -	- -	- -	202 11 8	4 18 0
" - - "	31 12 6	Mar. 9, 1849					
Wimborne Minster - N.S.	200 0 0	July 27, 1843	13 10 7½	91 3 4	- -	533 8 4	
Winterbourne Whitchurch - - N.S.	*30 0 0	June 24, 1835	1 0 0				
Wool - - - N.S.	- - -	- - -	1 18 8				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants
	Amount.	Date of Payment.					
DURHAM.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Auckland, West, - N.S.	110 0 0	Jan. 22, 1852					
Barnard Castle - N.S.	90 0 0	Aug. 7, 1840	10 1 7½	70 0 0	- -	463 8 4	35 10
„ - „	50 0 0	June 26, 1849					
Barnard Castle - B.S.	*100 0 0	Mar. 17, 1838					
Barnard Castle - Wes.	- - -	- - -	4 11 8	64 15 0	- -	94 10 0	14 10
Belmont, Church School - - -	24 0 0	Nov. 5, 1853	10 1 5	- -	- -	1 13 4	
„ - - „	25 0 0	Apr. 18, 1854					
Billingham, Mixed, Ch. Sch. - - -	103 0 0	Apr. 26, 1853	2 0 0				
Birtley - - - R.C.	- - -	- - -	1 16 0				
Byers Green - N.S.	50 0 0	June 5, 1841	2 0 2	11 5 0	- -	92 6 8	9 12
Castle Eden, Colliery - - - N.S.	163 10 0	Sept. 7, 1844	- -	- -	- -	13 15 0	
„ „ - „	50 0 0	Apr. 24, 1847					
Chester-le-Street - N.S.	120 0 0	Apr. 26, 1842	6 4 10½	- -	- -	63 0 0	9 18
Collierley - - N.S.	75 0 0	June 8, 1846	3 6 8	4 10 0			
Coundon - - N.S.	100 0 0	May 26, 1842	2 9 5½				
Darlington, Holy Trinity, Boys, Girls, and Infts. - N.S.	230 0 0	May 29, 1846	10 4 4	112 6 8	- -	436 10 0	
„ „ - „	132 10 0	Jan. 31, 1851					
„ „ - „	20 0 0	Feb. 16, 1854					
Darlington (Kendrew Street), Girls - B.S.	- - -	- - -	3 6 7½	- -	- -	116 15 0	
Darlington (Feetham's), Girls - B.S.	- - -	- - -	1 16 10	30 0 0	- -	123 15 0	
Darlington (Bridge Street) - - B.S.	100 0 0	Jan. 30, 1841	9 18 11½	46 13 4	- -	352 0 0	
„ „ - „	40 0 0	Feb. 27, 1854					
Darlington, Boys - B.S.	- - -	- - -	2 1 9½	58 15 0	- -	360 6 8	
Darlington, Blackboy Colliery, Ch. School	- - -	- - -	5 3 8½	25 0 0	- -	156 16 8	10 8
Darlington - - Wes.	- - -	- - -	2 18 4½	18 6 8	- -	117 15 9	
Darlington, St. Augustine's - R.C.	- - -	- - -	3 3 7½	58 0 0	- -	124 10 0	
Deptford, St. Andrew's - - N.S.	160 0 0	Mar. 8, 1843	2 13 2½	13 0 0	- -	15 0 0	
„ „ - „	30 0 0	Mar. 23, 1849					
Durham, Blue Coat, Boys and Girls - N.S.	- - -	- - -	8 14 6½	103 12 6	- -	453 7 6	
Durham, St. Oswald's, Boys and Girls - - - N.S.	220 0 0	Sept. 5, 1845	1 18 5½	8 6 8	- -	153 3 4	
„ „ - „	185 15 0	Nov. 8, 1853					
„ „ - „	25 0 0	July 20, 1854					
Durham, St. Cuthbert's - - - R.C.	- - -	- - -	5 12 9	96 6 8	- -	318 0 0	
Durham - - Wes.	- - -	- - -	1 16 0½				
Eaglescliffe - - N.S.	*40 0 0	Aug. 7, 1839	4 9 10½	40 10 0	6 5 0	120 2 6	
„ - - „	52 0 0	Sept. 9, 1851					
Eighton Banks - N.S.	- - -	- - -	3 2 0½	15 2 6	- -	17 10 0	10 3
Escomb - - N.S.	90 0 0	Dec. 26, 1849	5 9 7½	- -	- -	15 0 0	
Etherley - - N.S.	*40 0 0	Oct. 10, 1834					
Ferry Hill - - N.S.	98 0 0	Sept. 15, 1848					
Framwellgate Moor N.S.	50 0 0	Nov. 26, 1846					
Gateshead, Sunday and Infants - N.S.	*140 0 0	Sept. 30, 1837					
Gateshead, Boys and Girls - - N.S.	252 0 0	Nov. 8, 1842					
Gateshead, Our Lady and St. Wilfred's - - R.C.	- - -	- - -	2 13 4				
Greatham, Infants - N.S.	*30 0 0	Nov. 12, 1836					
„ - - „	30 0 0	Feb. 6, 1847					
Hartlepool, St. Bega's - - R.C.	- -	- - -	1 5 1				

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	Amount.	Date of Payment.					
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
tlepool, St. Hil-'s - - - R.C.	- - -	- - -	2 17 1	67 13 4	- -	120 10 0	
ion-le-Hole - N.S.	*110 0 0	Feb. 26, 1840					
'orth, near ateshead - - N.S.	*58 0 0	Nov. 8, 1837					
'orth, St. Alban's,	{ *85 0 0	Aug. 4, 1838					
indy Nook - N.S.	{ 60 0 0	Feb. 17, 1843					
nside - - N.S.	42 0 0	Jan. 27, 1847					
" - -	30 0 0	Feb. 28, 1849					
r Island - - N.S.	44 0 0	June 26, 1841					
ghton-le-Spring, . Michael's - N.S.	- - -	- - -	7 6 1½	150 15 0	- -	558 6 8	12 14 0
ghton-le-Spring Wes.	115 8 4	Apr. 26, 1852	4 8 5				
ghton-le-Spring, . Michael's - R.C.	- - -	- - -	3 5 5	59 5 0	- -	- - -	1 16 0
wick - - N.S.	72 0 0	Feb. 4. 1850	1 18 6	- -	- -	32 10 0	
worth-on-Tees Wes.	- - -	- - -	2 0 0	- -	- -	51 13 4	3 7 0
ton, South - N.S.	*110 0 0	Apr. 22, 1837					
ton, North - N.S.	37 10 0	Mar. 6, 1852					
esley - - N.S.	- - -	- - -	2 16 8½	52 14 2	- -	63 0 0	15 3 0
worth „ - N.S.	120 0 0	Nov. 12, 1849					
ley - - N.S.	- - -	- - -	2 8 4½	- -	- -	32 10 0	3 15 0
esack, St. John's, ixed - - N.S.	152 10 0	Oct. 12, 1853					
esack and Softley B.S.	*50 0 0	Jan. 4, 1840					
dleton-in-Stran-n - - - N.S.	50 0 0	Nov. 26, 1840					
dleton-in-Tees-le - - - N.S.	*45 0 0	Oct. 9, 1841					
'bottle, St. Mat-ew's - - N.S.	- - -	- - -	3 13 9	87 6 8	- -	64 13 4	7 3 0
'field - - N.S.	200 0 0	Mar. 20, 1841					
on, Girls - - N.S.	40 0 0	Sept. 1, 1848	2 18 3¼				
Boys - - N.S.	126 0 0	Jan. 15, 1851	- -	- -	- -	32 10 0	
'iston - - N.S.	60 0 0	Oct. 25, 1845					
ıam Harbour - N.S.	*40 0 0	Jan. 18, 1837	- -	81 2 6	- -	63 0 0	36 10 0
„ - - „	273 0 0	May 29, 1849					
on Carew - N.S.	115 0 0	Aug. 28, 1844	3 18 11	86 5 0	- -	165 0 0	6 19 0
„ - - N.S.	13 5 0	Sept. 1, 1854					
'burn Hill - N.S.	45 0 0	Sept. 6, 1845	1 14 10½	- -	- -	47 10 0	
„ - - „	20 0 0	Nov. 27, 1850					
don - - - N.S.	*55 0 0	Dec. 30, 1837	1 1 3½				
- - - „	70 0 0	Aug. 4, 1841					
- - - „	45 0 0	Feb. 20, 1847					
icliffe - - N.S.	82 0 0	Nov. 14, 1840	1 17 10½	17 10 0	- -	15 0 0	6 6 0
th Church - N.S.	200 0 0	Aug. 9, 1848	4 0 0¼	15 2 6	- -	104 0 0	9 14 0
„ - - „	37 4 0	Feb. 17, 1854					
th Shields, Holy rinity - - N.S.	*200 0 0	Nov. 18, 1837	13 13 11	24 8 4	- -	672 0 0	
th Shields, St. ephen's - N.S.	568 5 0	June 18, 1853	9 6 11½	15 0 0	18 15 0	18 15 0	
thShields (Union) B.S.	*225 0 0	Dec. 30, 1835	11 9 2¼	96 15 0	- -	536 3 4	
th Shields, arrow Chemical 'orks) - - B.S.	- - -	- - -	10 16 8	156 5 0	- -	392 10 0	
th Shields, St. ohn's - - Sess.	400 0 0	Mar. 25, 1848	4 10 10¼	92 16 8	- -	450 1 8	
th Shields, Old harity, or St. ilda's - - N.S.	- - -	- - -	- -	21 0 0	- -	15 0 0	
thwick - - N.S.	*150 0 0	July 1, 1837	4 15 3½	13 15 0	- -	41 10 0	6 12 0
„ - -	9 13 4	Oct. 4, 1853					
unymoor - - N.S.	100 0 0	Nov. 26, 1840					
„ - - „	13 4 0	Sept. 1, 1854					
nton, Great - N.S.	54 0 0	July 6, 1848	1 0 0	6 17 6	- -	- - -	16 0 0
nton - - N.S.	- - -	- - -	- -	- -	- -	1 13 4	6 10 0

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	Amount.	Date of Payment.					
DURHAM—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stella, St. Cuthbert's, or Blaydon - N.S.	452 0 0	May 27, 1854	8 4 9½	20 3 4	- -	64 5 10	
Stella - - R.C.	- - -	- - -	2 10 0	10 10 0	- -	100 0 0	10 19
Stockton-on-Tees, Trinity, Industrial - - N.S.	350 0 0	Apr. 17, 1850	5 2 3½	59 11 8	- -	200 5 0	
Stockton-on-Tees, St. Thomas', Central - - N.S.	300 0 0	May 7, 1847	4 16 8½	28 15 0	- -	87 5 10	
Stockton-on-Tees - B.S.	100 0 0	Mar. 6, 1841	3 8 3	26 5 0	- -	140 3 4	
Sunderland, Nicholson Street - - Wes.	- - -	- - -	3 4 7½				
Sunderland, Trimdon Street - - Wes.	- - -	- - -	3 14 8				
Sunderland (the Gray School) - -	*90 0 0	Apr. 25, 1836	20 15 9½	123 0 0	- -	724 10 0	
Sunderland - B.S.	30 0 0	Jan. 4, 1840					
Sunderland, St. Mary's R.C.	- - -	- - -	9 13 7½	81 10 0	- -	433 10 10	
Tanfield - - - N.S.	100 0 0	Aug. 24, 1844	1 13 5				
Thornley, Colliery - N.S.	- - -	- - -	1 8 2				
Thornley - - N.S.	75 0 0	May 24, 1845					
Thornley, St. Godric's, R.C.	- - -	- - -	2 0 0	- -	- -	- - -	8 10
Tow Law - - N.S.	400 0 0	May 10, 1849	4 16 2	16 10 0	- -	29 0 0	10 14
"	7 4 0	Dec. 18, 1851					
Washington - - Par.	- - -	- - -	2 13 4				
Wearmouth, Bishop's, Boys and Girls - Ch.S.	777 6 8	Dec. 16, 1854					
Wearmouth, Bishop's, Infants - - N.S.	150 0 0	Aug. 17, 1847	10 0 0				
Wearmouth, Monk N.S.	180 0 0	June 17, 1848	10 13 5	15 2 6	- -	78 10 0	
Wearmouth, Monk Wes.	- - -	- - -	3 14 8½				
Whorlton - - N.S.	- - -	- - -	1 10 0½				
Witton Gilbert - N.S.	35 0 0	Oct. 25, 1845					
Wolsingham - N.S.	200 0 0	May 5, 1845	5 10 10	21 15 0	- -	148 10 0	7 18
" "	50 0 0	Oct. 13, 1845					
Wolviston - - N.S.	*49 0 0	Mar. 21, 1838					
Wreckenton - - N.S.	65 0 0	Mar. 10, 1842					
ESSEX.							
Abridge - - - N.S.	52 0 0	Apr. 9, 1845					
Aldham - - N.S.	30 0 0	Dec. 31, 1844					
Arkesden - - N.S.	50 0 0	Feb. 14, 1843					
Ashdon - - - N.S.	5 0 0	Mar. 25, 1840	9 17 4½	21 1 8	- -	266 2 6	
Aveley, Mixed and Infants - - N.S.	80 0 0	Aug. 20, 1845	2 6 4				
" - - "	3 10 0	Sept. 26, 1848					
" - - "	42 0 0	May 13, 1853					
Baddow, Great - N.S.	*75 0 0	Mar. 13, 1839	2 8 11½	16 16 8	- -	15 0 0	9 13
Bardfield, Great - B.S.	- - -	- - -	3 9 0½	16 10 0	- -	201 3 4	12 11
Barkingside - - N.S.	72 0 0	Aug. 23, 1842					
" - - "	28 0 0	Nov. 11, 1843					
Benfleet, South - N.S.	120 0 0	June 20, 1845					
Bentley, Great - N.S.	145 0 0	May 12, 1849					
Bentley, Little - N.S.	60 0 0	Dec. 4, 1848					
Billericay - - N.S.	70 0 0	Nov. 20, 1839	1 12 10½	- -	- -	122 10 0	15 12
" - - "	22 6 6	Feb. 11, 1847					
Birdbrook - N.S.	60 0 0	Nov. 6, 1849					
Bocking - - N.S.	*87 0 0	Dec. 21, 1836					
Boreham - - N.S.	120 0 0	Feb. 19, 1848					
Bower's Gifford - N.S.	70 0 0	June 4, 1847					
Boxted - - N.S.	*55 0 0	June 1, 1837					
Braintree, Public - B.S.	- - -	- - -	2 0 0	- -	- -	6 13 4	
Brentwood - - N.S.	*50 0 0	Jan. 6, 1836					
" - - "	*60 0 0	Jan. 25, 1837					
Brightlingsea - N.S.	88 0 0	Dec. 17, 1842					

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	Amount.			Date of Payment.															
Essex—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
ipstead, Helions,																			
ys and Girls - N.S.	132	5	0	Dec. 22, 1854															
ipstead, Steeple N.S.	132	0	0	Mar. 16, 1849	1	13	7½	14	1	8	-		-	15	0	0			
" " - "	5	7	0	Nov. 23, 1853															
" " - "	15	7	6	July 18, 1854															
msford, Victoria N.S.	*350	0	0	May 12, 1841	4	15	2½	178	1	8	-		-	719	3	4			
msford - - B.S.	*300	0	0	June 19, 1841															
sterford, Great N.S.	200	0	0	Aug. 10, 1849	4	16	10	78	5	10	-		-	283	2	0			
well-Row - N.S.	*55	0	0	Feb. 9, 1839															
" " - "	70	0	0	Nov. 2, 1853															
well-Row - B.S.	80	0	0	Jan. 13, 1841															
nall, St. James',																			
d Mashbury - N.S.	75	0	0	Sept. 3, 1850	-		-	9	3	4									
lerditch - - N.S.	45	0	0	May 30, 1845															
ering - - N.S.	65	0	0	Jan. 21, 1845															
ering - - B.S.	90	0	0	Jan. 8, 1840	2	9	9	111	13	4	-		-	90	12	6	7	16	0
- - "	26	13	6	Nov. 24, 1854															
eshall - - N.S.	200	0	0	Dec. 14, 1839	1	18	3½												
" - - "	125	0	0	June 16, 1847															
eshall - - B.S.	118	0	0	Jan. 5, 1842															
hester (North																			
ll), St. Peter's - N.S.	*75	0	0	Nov. 23, 1836	2	6	8½	14	13	4									
" " - "	22	17	4	Mar. 14, 1853															
e-Engaine " - N.S.	60	0	0	April 1, 1847															
ord, Mixed - N.S.	54	0	0	Oct. 29, 1853															
nham - - N.S.	*60	0	0	Mar. 12, 1856															
bury - - N.S.	-	-	-	- - -	-		-	-		-	-		-	4	3	4			
gie - - N.S.	28	0	0	Nov. 27, 1846	-		-	21	1	8									
- - - "	56	7	6	Aug. 28, 1854															
now - - B.S.	150	0	0	Dec. 24, 1844	-		-	-		-	-		-	68	16	8	20	4	0
es, Good - N.S.	26	0	0	May 1, 1846															
er, High - N.S.	100	0	0	Apr. 15, 1851	1	18	0½	-		-	-		-	15	0	0	2	18	0
ng, Boys - N.S.	*42	0	0	Aug. 3, 1836															
ng - - B.S.	132	0	0	Mar. 27, 1847	2	2	6½												
x, Diocesan Board	-	-	-	- - -	39	3	8½												
ing - - N.S.	110	0	0	Sept. 12, 1846	-		-	-		-	-		-	22	10	0			
st Gate, Mixed N.S.	114	18	4	Mar. 24, 1854															
nstead, East - N.S.	-	-	-	- - -	2	8	8												
nault Forest - N.S.	102	0	0	May 1, 1849	-		-	-		-	-		-	46	10	0			
tead, St. An-																			
w's - - N.S.	302	5	0	Jan. 23, 1851	1	11	8	12	0	0	-		-	106	3	4			
tead, Trinity - N.S.	120	0	0	Nov. 22, 1845	-		-	30	0	0	-		-	135	11	8			
" " - "	18	6	0	Oct. 20, 1854															
tead - - B.S.	266	0	0	Jan. 10, 1848	7	2	10	24	13	4	-		-	433	16	8			
ingbury, Little N.S.	30	10	0	Apr. 2, 1841															
, West - - N.S.	39	10	0	Sept. 25, 1851	6	13	4½	98	6	8	-		-	253	19	2			
, West, and																			
atford - - B.S.	240	0	0	Dec. 19, 1851	2	4	10½	-		-	-		-	115	0	0			
ow (Potter																			
vet) - - N.S.	*25	0	0	Mar. 26, 1856															
ring-atte-Bower																			
N.S.	*32	0	0	Dec. 13, 1837															
kwell - - N.S.	45	10	0	Nov. 7, 1848															
ingham, Sible - N.S.	180	0	0	Apr. 20, 1841															
ipstead, Mixed																			
Ch. Sch.	100	0	0	Oct. 31, 1853															
lon - - N.S.	75	0	0	Apr. 21, 1847	1	14	0½												
Beech - - N.S.	36	0	0	Dec. 26, 1840	-		-	-		-	-		-	40	4	2			
" - - "	16	0	0	Aug. 12, 1848															
wood - - N.S.	113	0	0	Sept. 24, 1852	-		-	-		-	-		-	3	6	8			
ley - - N.S.	60	0	0	Feb. 23, 1841	1	2	3												
don on the Hill N.S.	100	0	0	Dec. 13, 1847															
don, East - N.S.	*52	0	0	June 23, 1840															
d, Great - N.S.	-	-	-	- - -	2	1	5½												
elon-Hatch - N.S.	-	-	-	- - -	-		-	-		-	-		-	-	-	-	12	18	0
edon, Boys and																			
rls - - N.S.	*61	0	0	Mar. 10, 1838	1	13	9½	20	0	0	-		-	81	0	10			
edon - - B.S.	-	-	-	- - -	-		-	-		-	-		-				4	11	9
ham - - B.S.	50	0	0	Dec. 27, 1850	1	0	0												

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount	Date of Payment.					
ESSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Latchingdon - N.S.	- - -	- - -	2 13 4				
Layer-de-la-hay - N.S.	*50 0 0	Aug. 30, 1837					
Leigh - - - N.S.	- - -	- - -	2 17 3	125 0 10	- -	244 5 0	6 10 0
Leighs, Great - N.S.	141 0 0	Aug. 21, 1851					
Lexden - - - N.S.	- - -	- - -	2 6 5½	87 10 0	- -	122 5 10	
Lindsell - - - N.S.	20 0 0	Oct. 20, 1842					
Littlebury, Endowed - - N.S.	- - -	- - -	2 7 1	- -	- -	56 13 4	
Loughton - - N.S.	- - -	- - -	- -	- -	- -	41 0 10	
Maldon, Boys, Girls, and Infants - N.S.	611 0 0	Jan. 23, 1849					
Manningtree - - Wes.	- - -	- - -	5 0 0½				
Newport - - N.S.	100 0 0	Aug. 6, 1850					
Norton, Cold - N.S.	20 0 0	July 27, 1842					
Oakley, or Ugley - N.S.	*30 0 0	June 29, 1839	2 0 8½				
„ „ - „	83 0 0	Mar. 21, 1853					
Orsett, Girls' and Infants - - N.S.	171 0 0	Jan. 31, 1849	3 0 11½				
Osyth, St. - - N.S.	177 15 0	July 31, 1854					
Parndon, Great - N.S.	*25 0 0	Dec. 30, 1835					
Pattiswick - - N.S.	*45 0 0	Dec. 6, 1837					
Plaistow - - N.S.	*62 0 0	May 13, 1837	3 6 8	115 0 0	- -	104 13 4	
„ - - - „	20 0 0	Feb. 25, 1851					
„ - - - „	9 13 4	Jan. 17, 1852					
Rickling - - N.S.	30 0 0	Dec. 26, 1846	2 13 9½	24 0 0			
Romford, Endowed N.S.	*150 0 0	Feb. 4, 1835	6 4 1½	72 15 10	- -	182 16 8	
„ - „ - „	48 5 6	Feb. 9, 1852					
„ - „ „	105 6 8	July 30, 1853					
Romford, Infants - N.S.	85 0 0	Feb. 8, 1844					
Romford, Noak Hill, N.S.	96 0 0	Sept. 14, 1848	1 1 4				
Saling, Great - N.S.	42 0 0	June 20, 1842					
Southend - - N.S.	- - -	- - -	- -	15 0 0	- -	28 15 0	
Southminster - N.S.	- - -	- - -	2 13 4				
Springfield - - N.S.	35 0 0	Mar. 25, 1846	- -	163 6 8	- -	386 0 0	
„ - - - „	7 2 0	Feb. 4, 1850					
„ - - - „	8 5 0	July 18, 1854					
Stanford Rivers - N.S.	117 15 0	July 24, 1851	1 5 8½				
Stanstead - - B.S.	*30 0 0	Sept. 19, 1835					
Stanstead, Mountfitchett - - N.S.	- - -	- - -	4 1 0½				
Stock and Buttsbury - - N.S.	*90 0 0	Aug. 24, 1839					
Stratford, Christ's Church District - N.S.	230 0 0	Dec. 1850 -	5 0 0	38 13 4	- -	111 10 0	
Stratford, St. John's, Boys and Girls - N.S.	*250 0 0	Jan. 21, 1837					
Tendring - - N.S.	60 0 0	Apr. 29, 1843					
Theydon Bois - N.S.	32 0 0	Oct. 14, 1841					
Upminster, Boys and Girls - - N.S.	75 0 0	Mar. 11, 1851					
Wakering, Great - N.S.	50 0 0	Jan. 12, 1844					
Walden, Saffron - N.S.	200 0 0	July 1, 1846	9 14 6½	164 3 4	- -	386 2 6	
„ „ - „	9 18 6	June 22, 1848					
„ „ - „	12 16 9	Oct. 29, 1850					
Waldron, Saffron, Boys and Girls - B.S.	- - -	- - -	7 13 7½	31 5 0	- -	420 6 8	
Waltham, Great - N.S.	240 0 0	Sept. 16, 1847	4 3 4	36 0 0	- -	42 18 4	
„ „ - „	28 1 6	Aug. 3, 1854					
Waltham Abbey - B.S.	60 0 0	Mar. 9, 1842	- -	16 5 0	- -		8 8 0
„ „ - „	50 0 0	Aug. 21, 1845					
Walthamstow, Chapel End, St. John's - N.S.	*50 0 0	Nov. 11, 1835					
Walthamstow, St. Mary's, Boys and Girls - - N.S.	- - -	- - -	1 0 7½	25 0 0	- -	222 6 8	
Wanstead - - N.S.	- - -	- - -	- -	21 10 0			
Warley, Great - N.S.	40 0 0	Aug. 9, 1843					
Wendon-Lofts and Elmdon - - N.S.	75 0 0	Nov. 22, 1844	3 6 8				

and ation of ol.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
t—cont.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- N.S.	130 0 0	Feb. 8, 1844					
unt - N.S.	*20 0 0	Apr. 13, 1839					
oe - N.S.	*39 0 0	Aug. 7, 1839	2 1 4				
s, Girls,							
s - N.S.	228 10 0	Aug. 8, 1842	6 7 10½	45 6 8	- -	433 8 4	
„ - „	27 17 4	Sept. 30, 1833					
- - N.S.	*150 0 0	Oct. 18, 1837					
- - N.S.	276 0 0	Nov. 24, 1849	5 12 9½	19 10 0	- -	200 8 4	17 10 0
- - „	16 10 0	Feb. 14, 1853					
- - N.S.	65 0 0	Dec. 28, 1844					
errers N.S.	106 0 0	Jan. 29, 1848					
ERSHIRE.							
- N.S.	*80 0 0	Nov. 10, 1834	2 15 6½	4 2 6	- -	200 0 0	12 6 0
- - „	3 5 0	July 20, 1847					
- - „	66 0 0	July 12, 1848					
l. Ch.							
- - N.S.	- - -	- - -	- - -	- -	- -	35 0 0	
- - N.S.	*40 0 0	Apr. 1, 1837	2 3 4				
Endowed,							
Girls - N.S.	91 17 6	Feb. 3, 1853					
- - N.S.	63 10 0	Oct. 4, 1842					
- - N.S.	42 0 0	Sept. 16, 1842					
- - N.S.	160 0 0	Nov. 24, 1843	7 2 10	31 5 0	- -	246 14 2	4 16 0
- - N.S.	20 0 0	May 19, 1842					
glish - N.S.	*34 0 0	Sept. 11, 1834					
- - „	*45 0 0	Apr. 10, 1839					
- - N.S.	- - -	- - -	3 0 10				
- - N.S.	60 0 0	Feb. 28, 1848					
- the -							
- - N.S.	152 0 0	May 14, 1851					
e - N.S.	- - -	- - -	- -	44 15 0	- -	2 10 0	
- - N.S.	37 0 0	May 10, 1842					
andon							
eorge's N.S.	- - -	- - -	6 18 9	28 15 0	- -	97 10 0	
d Street,							
- Rag. Sch.	- - -	- - -	2 0 9				
nah More's.							
N.S.	120 0 0	July 18, 1846	16 14 10½	233 6 8	- -	1,449 10 10	
„ - „	60 10 0	Oct. 7, 1847					
„ - „	28 0 0	Mar. 9, 1849					
„ - „	14 10 0	Mar. 28, 1851					
„ - „	13 6 8	Oct. 6, 1851					
rporа-							
chool, P.U.	- - -	- - -	- -	- -	- -	15 13 4	
vin's							
- - B.S.	- - -	- - -	11 19 3½	239 0 2	- -	772 7 8	
tpelier,							
's - N.S.	150 0 0	Nov. 24, 1849					
nywell							
ustrial							
- - -	- - -	- - -	- -	3 15 0			
l Cross							
- - B.S.	75 0 0	Oct. 30, 1850					
„ - „	80 0 0	Feb. 16, 1853					
„ - „	45 0 0	Oct. 19, 1854					
Augus-							
- - N.S.	308 0 0	Aug. 27, 1850	2 4 9	45 7 6	- -	32 10 0	
eorge's							
Rag. Sch.	- - -	- - -	2 1 2				
James							
- Rag. Sch.	- - -	- - -	1 9 2				
James'							
ul's Be-							
ociety, N.S.	200 0 0	July 12, 1853	9 8 1½	34 6 8	- -	73 0 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants
	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Bristol, St. Jude's - N.S.	199 0 0	Nov. 26, 1846					
„ - - „	153 0 0	Nov. 8, 1852					
Bristol, St. Joseph's R.C.	- - -	- - -	6 0 0	75 18 0	- -	111 10 0	
Bristol, St. Mary's on the Quay - R.C.	- - -	- - -	3 6 8				
Bristol, St. Michael's, Boys, Girls, and Infants - - N.S.	- - -	- - -	5 9 11	75 18 4	- -	271 13 4	
Bristol, St. Michael's Rag. Sch.	- - -	- - -	1 1 4				
Bristol, St. Paul's - N.S.	- - -	- - -	3 10 1	46 5 0	- -	122 0 0	
Bristol, St. Simon's N.S.	90 0 0	Oct. 29, 1845					
Bristol, Trinity, St. Philip's - Rag. Sch.	- - -	- - -	1 1 5				
Broadwell, St. Paul's, N.S.	75 0 0	Dec. 31, 1851	1 9 4				
Brockworth - - N.S.	*30 0 0	Mar. 18 1837					
Bussage - - -	53 0 0	Sept. 28, 1850					
Cainscross - - N.S.	*55 0 0	Dec. 22, 1838	7 14 1½	78 15 0	- -	328 0 0	14 0
„ „ „	60 0 0	Mar. 22, 1844					
Cam, Upper, Boys - N.S.	*192 0 0	Jan. 4. 1837	2 5 8½				
Campden, Chipping, Boys - - - N.S.	*56 0 0	Feb. 9, 1839					
Cerney, North - N.S.	80 0 0	Feb. 3, 1844	2 16 5½	35 17 6	- -	271 0 0	
„ „ - „	56 4 0	May 28, 1850					
Cerney, South - N.S.	- - -	- - -	1 8 4½				
Chalford - - N.S.	100 0 0	Feb. 5, 1843 -	10 4 7½	69 10 0	- -	335 10 0	24 18
„ - - - „	41 18 8	Sept. 15, 1848					
„ - - - „	55 0 0	Jan. 9, 1849					
„ - - - „	17 14 0	Mar. 23, 1849					
„ - - - „	34 2 6	Aug. 13, 1852					
Charlton, King's - N.S.	*60 0 0	Oct. 28, 1837	1 7 4½	2 15 0	- -	20 0 0	2 8
Cheltenham - - B.S.	*125 0 0	Apr. 11, 1838	13 15 5½	61 17 6	- -	310 10 0	
„ „ - „	23 6 8	Sept. 6, 1853					
Cheltenham (Bath Road), Boys and Girls - - N.S.	- - -	- - -	5 16 6½	60 17 6	- -	713 15 0	
Cheltenham, Bath Road, Exmouth Street, Naunton, Infants - - N.S.	- - -	- - -	2 3 11½	- -	- -	44 10 0	
Cheltenham, Bethesda - - - Wes.	76 10 0	Dec. 17, 1851	10 10 0	51 15 0	- -	63 0 0	
Cheltenham, Ch. Ch. N.S.	- - -	- - -	9 16 9	108 14 2	- -	367 8 4	
Cheltenham, Holy Trinity, Boys and Girls - - - N.S.	- - -	- - -	9 18 1½	113 10 0	- -	702 12 6	
Cheltenham, Holy Trinity, Infants (Fairview Place) N.S.	- - -	- - -	6 2 8½				
Cheltenham, Old Charity - - N.S.	180 0 0	Jan. 12, 1850	6 19 6½	88 0 0	- -	353 0 0	
Cheltenham, St. James', Boys and Girls - N.S.	- - -	- - -	6 15 11½	6 13 4	- -	288 16 8	
Cheltenham, St. John's, N.S.	83 0 0	Mar. 24, 1842	3 19 2	79 0 0	- -	444 2 6	
„ „ - „	12 0 0	Nov. 18, 1847					
Cheltenham, Saint Mary's, Juvenile and Infant - N.S.	- - -	- - -	6 15 10	119 0 0	- -	316 10 0	
Cheltenham, St. Paul's, Model - N.S.	42 0 0	Mar. 15, 1850	9 16 1½	251 0 0		917 14 2	
„ - - „	250 0 0	July 25, 1850					
„ „ - „	700 0 0	Sept. 12, 1854					
Chipping - - N.S.	*110 0 0	Sept. 22, 1838					
Cleeve, Bishop's - N.S.	135 0 0	July 3, 1846					
Clifton - - - N.S.	400 0 0	Aug. 5, 1835	18 13 0½	74 0 0	- -	453 10 0	
„ „ - „	74 0 0	Apr. 13, 1848					
„ „ - „	24 12 0	Sept. 27, 1850					
„ „ - „	5 0 0	Sept. 1, 1854					

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Clifton, Berkeley Place, Infants - N.S.	189 15 0	May 2, 1851					
Clifton - - - N.S.	*150 0 0	Nov. 26, 1836					
Clifton - - - P.U.	- - -	- - -	- - -	- - -	- - -	42 0 0	
Clifton (Church of the Apostles) - R.C.	- - -	- - -	2 10 0	- - -	- - -	52 10 0	
Coates - - - N.S.	51 0 0	Oct. 15, 1849					
Coleford - - - N.S.	*150 0 0	Sept. 5, 1838					
Cranham - - N.S.	37 0 0	Mar. 2, 1846					
Cromhall - - N.S.	- - -	- - -	1 0 2				
Dean Forest, St. Paul's, (Olderoft and Slade) Middle N.S.	150 0 0	Feb. 2, 1852					
" - "	27 5 0	Mar. 22, 1854					
Dean Forest, "Holy Trinity - - N.S.	50 0 0	Sept. 13, 1848	1 15 1	6 5 0	- -	61 17 6	6 11 0
Dean Forest, St. Paul's - - - N.S.	105 0 0	Feb. 16, 1846					
" " "	6 3 0	July 3, 1848					
Dean Forest, Viney Hill, Blakeney Woodside, and Blakeney, Infants N.S.	142 10 0	Jan. 7, 1853	1 9 11½				
Dean Forest, Ch.Ch., (Berry Hill) - N.S.	97 10 0	Mar. 4, 1854	2 2 2½	- -	- -	- - -	5 15 0
Dean, Little - - N.S.	180 0 0	Aug. 18, 1848					
" - - "	20 0 0	Feb. 15, 1849					
Downend - - N.S.	150 0 0	Oct. 13, 1841					
Dumbleton - - N.S.	- - -	- - -	1 6 8½	6 0 0			
Duntisbourne Abbots - - - N.S.	35 0 0	Feb 24, 1846					
Durdham Down, St. John's - - N.S.	545 0 0	Nov. 25, 1851	1 14 2	58 7 6	- -	5 0 0	
Dursley - - - N.S.	*200 0 0	June 28, 1834	5 0 0	25 16 8	- -	338 14 2	12 18 0
" - - "	7 0 0	June 2, 1854					
Eastington - - N.S.	- - -	- - -	3 5 3½	16 0 0			
Ebley - - - B.S.	150 0 0	Aug. 12, 1840					
" - - "	150 0 0	Mar. 14, 1845					
" - - "	167 0 0	Sept. 12, 1846					
Fairford, Endowed N.S.	86 10 0	Jan. 31, 1849	4 13 4	14 0 0	- -	252 15 0	11 16 0
Forthampton - N.S.	- - -	- - -	- - -	- - -	- -	105 0 0	11 16 0
Frampton Cotterell N.S.	80 0 0	Apr. 22, 1843	1 2 8				
Frampton Cotterell B.S.	130 0 0	Oct. 5, 1846	- - -	- - -	- -	63 0 0	
Frampton-on-Severn N.S.	70 0 0	Nov. 9, 1843	1 5 2½				
Fretherne - - N.S.	*33 0 0	Jan. 27, 1838					
Gloucester, St. Mark's (Kingsholme) - N.S.	100 0 0	May 17, 1842	- - -	- - -	- -	5 0 0	8 15 0
Gloucester, St. John's, N.S.	115 0 0	Feb. 2, 1848	1 0 8				
" " - "	10 5 0	Dec. 19, 1853					
Gloucester, St. James' N.S.	565 0 0	Dec. 7, 1844 -	2 15 0	97 15 0	- -	580 5 0	
Gloucester - - N.S.	- - -	- - -	3 0 8	12 7 6	- -	139 0 0	
Gloucester, St. Catherine's - - N.S.	*100 0 0	Feb. 11, 1836					
Gloucester, St. Michael's - - N.S.	230 0 0	Apr. 29, 1848	- - -	- - -	- -	44 0 0	
Gloucester, Boys, Ragged, Industrial -	70 0 0	Dec. 1, 1853	1 17 2				
Gloucester - - B.S.	250 0 0	Aug. 28, 1841	7 13 3½	75 0 0	14 11 8		
Gloucester, Bristol, and Oxford Diocesan, Practising	- - -	- - -	- - -	5 0 0			
Hanham - - N.S.	100 0 0	May 22, 1840	4 7 7½	12 10 0	- -	150 3 4	5 0 0
" - - "	25 0 0	Aug. 5, 1847					
" - - "	25 3 0	Mar. 3, 1842					
Hawkesbury - N.S.	175 0 0	Nov. 9, 1847	2 14 2½	34 2 6	- -	32 10 0	2 18 0
" - - "	4 11 4	Mar. 31, 1853					
Hawthorne - - N.S.	- - -	- - -	1 2 2				
Horfield - - N.S.	*41 0 0	July 13, 1839					

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	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kemerton - - N.S.	60 0 0	Mar. 25, 1846					
" - - "	7 14 0	Aug. 12, 1848					
Kemerton - - R.C.	52 10 0	Oct. 12, 1852	- - -	- - -	- -	35 0 0	3 11 0
Kingsdown, St. Matthew's - - N.S.	401 5 0	Nov. 5, 1850	4 9 4	27 5 0	- -	47 10 0	
Kingswood Hill - Wes.	- - -	- - -	6 7 6½	10 13 4	- -	3 6 8	
Leckhampton - N.S.	54 0 0	May 29, 1841	1 12 0				
Lechlade - - N.S.	*60 0 0	Jan. 30, 1836					
Marston Sicca - N.S.	113 0 0	July 19, 1850	1 6 8				
Minchinhampton - N.S.	- - -	- - -	- - -	46 16 8	- -	115 10 0	3 0 0
Miserden - - N.S.	35 0 0	Dec. 30, 1842					
Moreton-in-the-Marsh - - - B.S.	- - -	- - -	- - -	- - -	- -	5 0 0	
Nailsworth - - B.S.	100 0 0	Oct. 27, 1838					
Newent - - - N.S.	354 0 0	Sept. 2, 1848	3 5 5½				
Newnham - - N.S.	*50 0 0	Nov. 4, 1835					
Oddington - - N.S.	50 0 0	Jan. 2, 1845	2 7 0½	37 10 0	- -	33 15 0	5 15 0
" - - - - "	47 0 0	Mar. 11, 1847					
" - - - - "	15 1 6	Feb. 14, 1850					
" - - - - "	20 0 0	Jan. 18, 1854					
Oldland - - - N.S.	*100 0 0	July 15, 1838	2 0 0¼	15 0 0	- -	3 6 8	
" - - - - "	25 0 0	July 24, 1846					
" - - - - "	46 13 4	Apr. 13, 1850					
Olveston - - N.S.	*75 0 0	Jan. 11, 1837	2 0 0				
Painswick, Boys and Girls - - N.S.	393 0 0	Sept. 23, 1847	6 2 10½	70 2 6	- -	90 5 0	5 14 0
Painswick, Slad or Holy Trinity - N.S.	*53 0 0	June 3, 1838					
Parkend, Boys and Girls - - - N.S.	- - -	- - -	1 19 8½				
Pauntley - - N.S.	- - -	- - -	- - -	44 1 8	- -	60 11 8	15 0 0
Prestbury - - N.S.	*50 0 0	Apr. 13, 1836	3 0 2	- -	- -	26 13 4	
Pucklechurch - N.S.	60 0 0	Nov. 24, 1845					
Quedgeley - - N.S.	- - -	- - -	- - -	- -	- -	- - -	4 15 0
Risington, Great - N.S.	41 0 0	Nov. 2, 1842	1 1 2¼				
Risington, Little - N.S.	50 0 0	Jan. 13, 1841	1 3 4	- -	- -	52 10 0	
Rodborough, King's Court - - B.S.	*70 0 0	Jan. 26, 1839					
Sandhurst - N.S.	106 0 0	Nov. 27, 1848					
Shipton Moyne - N.S.	60 0 0	Nov. 14, 1845	3 6 7½	4 2 6	- -	- - -	10 0 0
Shirehampton - N.S.	40 0 0	Dec. 15, 1846	1 4 7	- -	- -	12 10 0	
" - - - "	34 0 0	June 10, 1848					
Siston - - N.S.	*75 0 0	June 27, 1838					
Sodbury, Chipping N.S.	125 0 0	Mar. 18, 1853	2 0 3½	- -	- -	2 10 0	
Sodbury, Old - N.S.	*50 0 0	Mar. 18, 1840	2 4 0				
Stanley, St. Leonard's N.S.	- - -	- - -	1 7 4½				
Stapleton (Dr. Bell's) N.S.	243 15 0	Oct. 21, 1851	3 6 8½	34 10 0	- -	34 3 4	
Stoke Orchard - N.S.	45 0 0	Mar. 28, 1845					
Stow-on-the-Wold, Endowed - - N.S.	60 0 0	Sept. 11, 1845	4 10 0½	- -	- -	77 6 8	10 7 0
" " - "	4 4 0	Sept. 14, 1847					
" " - "	28 0 0	Aug. 29, 1853					
Stroud, Boys, Girls, and Infants - N.S.	*100 0 0	Mar. 4, 1835	2 0 0	- -	- -	155 18 4	
" - - - - "	429 0 0	May 22, 1845					
" - - - - "	8 0 0	Sept. 1, 1849					
Stroud (Ham Mills) B.S.	*150 0 0	Aug. 1, 1840					
Tetbury, Boys, Girls, and Infts. N.S.	*115 0 0	Apr. 26, 1837	11 5 0½	- -	- -	424 6 8	
" - - - - "	182 0 0	Jan. 10, 1851					
" - - - - "	14 13 4	Feb. 16, 1854					
Tewkesbury, Boys, Girls, and Infts. N.S.	240 0 0	May 11, 1843	8 2 3½	48 0 0	- -	302 0 0	
" - - - "	6 6 0	Apr. 14, 1848					
" - - - "	60 0 0	Nov. 5, 1853					
Tewkesbury, Trinity, Infants - N.S.	- - -	- - -	- - -	61 17 6	- -	354 11 8	
Tewkesbury - - B.S.	- - -	- - -	2 7 0¼	45 7 6	- -	82 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
GLOUCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Thornbury - - N.S.	*130 0 0	Oct. 18, 1837	3 1 7½	65 0 0	- -	163 0 0	
" - - "	31 7 0	Apr. 30, 1849					
Tirley - - N.S.	35 0 0	Nov. 22, 1842	0 15 2				
Tormarton, Boys, Girls, and Infts. - N.S.	50 0 0	Oct. 10, 1854	- -	40 10 0	- -	15 0 0	5 7 0
Tortworth - - B.S.	- - -	- - -	- -	-	- -	32 10 0	8 5 0
Twining - - N.S.	64 0 0	May 20, 1845					
Uley - - - N.S.	- - -	- - -	2 15 9½	53 15 0	- -	63 0 0	15 16 0
Upton, St. Leonard's - - - N.S.	- - -	- - -	7 14 4½	5 0 0	- -	229 3 4	14 0 0
Westbury-on-Severn N.S.	80 0 0	Apr. 4, 1850	2 3 4				
Westbury-on-Trym Girls and Infts. - N.S.	8 10 0	May 23, 1853	3 19 2	26 11 8	- -	80 8 4	
" " - "	9 0 0	Oct. 20, 1854					
Westbury-on-Trym, (Edmund's Endowed) - - N.S.	- - -	- - -	3 18 9	- -	- -	124 10 0	
Westerleigh - N.S.	67 0 0	July 3, 1844	3 4 0				
" - - "	23 19 2	Dec. 19, 1849					
Weston-Sub-Edge - N.S.	- - -	- - -	1 13 4½				
Whiteshill - - N.S.	35 0 0	Dec. 24, 1845	1 9 3½				
" - - "	15 15 0	Jan. 25, 1849					
Whitminster - N.S.	90 0 0	June 11, 1851					
Winstone - - N.S.	*26 0 0	Aug. 10, 1839					
Winterbourne - N.S.	- - -	- - -	- -	- -	- -	199 16 8	12 0 0
Wotton-under-Edge - - - B.S.	- - -	- - -	3 15 9½	16 10 0	- -	103 0 0	
HAMPSHIRE.							
Abbott's Anne - N.S.	- - -	- - -	- -	84 16 8	25 0 0	287 10 0	
Alresford (The Grange) - - N.S.	- - -	- - -	1 6 8	38 0 0			
Alresford, Old - N.S.	- - -	- - -	- -	17 10 0	- -	269 0 0	
Alresford, New - N.S.	*80 0 0	July 27, 1836	3 6 8½	14 6 8	- -	18 16 8	
Alton - - N.S.	- - -	- - -	6 0 0½	36 13 4	- -	513 10 0	
Alton, Boys - B.S.	- - -	- - -	8 7 11¼	93 16 8	- -	267 6 8	14 2 0
Alton (Messrs Crowleys'), Girls - B.S.	- - -	- - -	- -	12 0 0	- -	168 3 4	5 0 0
Alverstoke, Boys, Girls, and Infts. - N.S.	174 0 0	Dec. 18, 1842	6 12 10½	183 16 8	- -	471 6 8	18 3 0
" - - "	52 10 0	Apr. 23, 1851					
Alverstoke, New Town, Infants - N.S.	200 0 0	Aug. 9, 1854					
Andover - - N.S.	- - -	- - -	- -	- -	- -	138 5 5	
Andover - - B.S.	*170 0 0	July 21, 1834					
Basingstoke - - P.U.	- - -	- - -	- -	- -	- -	10 0 0	
Baughurst - - N.S.	50 0 0	Oct. 11, 1843					
" - - "	25 0 0	June 21, 1844					
Beechwood - - B.S.	- - -	- - -	6 13 3½	58 15 0	- -	203 13 4	15 19 0
Bentley - - N.S.	100 0 0	June 24, 1843	6 19 4½	4 3 4	- -	379 13 4	16 19 0
Bighton - - N.S.	- - -	- - -	1 3 4	58 3 4	- -	75 0 0	
Bishopstoke - - N.S.	68 0 0	Jan. 1, 1844 -	1 19 2	35 0 0	- -	197 0 0	6 6 0
" - - "	6 7 0	Feb. 11, 1847					
Bitterne - - N.S.	- - -	- - -	2 9 1	- -	- -	29 0 0	
Boldre, East - N.S.	72 0 0	Sept. 20, 1842	1 0 7½	- -	- -	161 10 0	
Bournemouth - N.S.	- - -	- - -	- -	- -	- -	52 10 0	6 17 0
Brading - - N.S.	136 0 0	Feb. 23, 1844					
Brading - - B.S.	291 0 0	Aug. 25, 1847	1 0 11½				
Bransgore - N.S.	50 0 0	Jan. 10, 1854					
Brightstone or Brixton (I. of W.) N.S.	*80 0 0	Jan. 7, 1837	3 6 6½	84 13 4	- -	135 10 0	4 16 0
Broughton - N.S.	*20 0 0	Nov. 18, 1835					
Buriton - - N.S.	- - -	- - -	1 9 4½	16 13 4	- -	43 15 0	
Burley - - N.S.	45 0 0	Feb. 23, 1842					
Burley-Ville - N.S.	- - -	- - -	1 7 3½				
Bursledon - - N.S.	*48 0 0	Mar. 30, 1836					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Calbourne (I. of W.) N.S.	*60 0 0	Jan. 25, 1837	- - -	- - -	- - -	97 10 0	
" " - "	45 0 0	Aug. 11, 1849					
Candover, Brown - N.S.	- - -	- - -	3 0 0	25 0 0	- -	32 16 0	
Carisbrooke (I. of W.) N.S.	50 0 0	July 8, 1843	0 18 1½	- - -	- -	45 0 0	
Catherington - N.S.	80 0 0	Aug. 10, 1852	1 0 2				
Chawton - - N.S.	- - -	- - -	- - -	31 13 4	- -	187 0 0	11 0 0
Chilbolton - - N.S.	35 0 0	Mar. 15, 1844					
Christ Church - P.U.	- - -	- - -	- - -	- - -	- -	48 15 0	
Colden Common - N.S.	97 0 0	Sept. 3, 1845					
Colmere and Pryors Dean - - N.S.	38 0 0	Apr. 11, 1843	0 13 10				
Compton - - N.S.	20 0 0	Aug. 28, 1841	2 1 8	- - -	- -	90 0 0	
Cowes, East - N.S.	*75 0 0	Sept. 28, 1836					
Cowes, West - B.S.	*80 0 0	Mar. 10, 1838					
Crawley - - Par.	- - -	- - -	- - -	19 5 0	- -	15 0 0	3 0 0
Crookham - - N.S.	104 10 0	Mar. 23, 1842					
Crookham Crondall N.S.	150 0 0	July 26, 1844					
Crondall, Endowed N.S.	*52 0 0	Jan. 9, 1836	4 7 6½	- - -	- -	67 10 0	
Crux Easton - N.S.	60 0 0	Mar. 13, 1849					
Curdridge - - N.S.	*30 0 0	Aug. 28, 1839					
Dummer - - N.S.	20 0 0	May 3, 1847					
Easton - - - N.S.	- - -	- - -	- - -	- - -	- -	25 0 0	
Eling, North - N.S.	80 0 0	Apr. 13, 1844					
" - - "	45 0 0	Mar. 6, 1854					
Elson - - - N.S.	158 0 0	July 10, 1850	3 6 8½	- - -	- -	17 10 0	
Empshott, Mixed - N.S.	31 10 0	June 17, 1854					
Fareham (Crocker Hill) - - - N.S.	61 0 0	Feb. 15, 1849	9 4 9½	45 0 0	- -	217 10 0	5 8 0
" " - "	100 0 0	Jan. 12, 1853					
Farcham - - B.S.	*80 0 0	Dec. 10, 1836					
Farringdon - - N.S.	- - -	- - -	- - -	- - -	- -	124 1 8	4 8 0
Fawley - - N.S.	- - -	- - -	- - -	15 3 4	- -		
Fordingbridge - N.S.	*115 0 0	June 24, 1837	5 6 0	36 13 4	- -	145 10 0	13 19 0
Fordingbridge - B.S.	- - -	- - -	4 1 4½	- - -	- -	306 6 8	9 13 0
Fratton - - N.S.	*62 10 0	Nov. 5, 1834					
Freshwater - - N.S.	180 0 0	July 10, 1850	3 6 8				
Gosport (Preparatory School) - -	- - -	- - -	1 16 10½	5 7 6	- -	163 11 8	
Gosport, St. Matthew's - - N.S.	400 0 0	Sept. 6, 1845	7 4 3½	73 5 0	- -	222 9 2	
Grateley - - N.S.	40 0 0	Mar. 4, 1846					
Hambledon - - N.S.	226 0 0	Apr. 2, 1850 -	2 4 7½				
Hamble-le-Rice - N.S.	53 0 0	Feb. 3, 1843					
Hannington - - N.S.	60 0 0	May 13, 1845					
Hartley Wintney - N.S.	70 0 0	Jan. 16, 1846					
Havant and Bedhampton - - N.S.	50 0 0	June 19, 1847	3 12 6½	37 2 6	- -	- - -	5 2 0
" " - "	9 0 0	Mar. 13, 1852					
" " - "	2 15 0	Oct. 20, 1854					
Havant - " - - B.S.	*75 0 0	Dec. 30, 1835					
Headley - - N.S.	*42 0 0	Jan. 12, 1839					
Holdenhurst - N.S.	45 0 0	Oct. 23, 1845					
Hook Common - N.S.	70 0 0	Nov. 24, 1843	- - -	30 0 0			
" - - "	14 0 0	Sept. 9, 1847					
Hurstbourne Tarrant - - - N.S.	150 0 0	Nov. 8, 1847					
Hyde, St. Bartholomew's - - N.S.	70 0 0	Mar. 22, 1847	3 13 8½	65 0 0	- -	138 1 2	
" " - "	9 0 0	June 22, 1848					
" " - "	18 0 0	Mar. 23, 1849					
Itchen, St. Mary's, Boys and Girls - N.S.	175 0 0	Feb. 20, 1850	2 18 0				
Kingsley - - N.S.	50 0 0	July 1, 1852					
" - - "	23 0 0	Nov. 25, 1854					
Kingston Cross - N.S.	62 10 0	Nov. 5, 1834					
Kingsworthy - N.S.	- - -	- - -	2 1 8½	- - -	- -	52 10 0	
Longstock - - N.S.	- - -	- - -	- - -	12 0 0	- -	32 10 0	
Lymington - - N.S.	*150 0 0	Nov. 12, 1836	3 19 3½	46 13 4	- -	265 5 0	
Lyndhurst - - N.S.	264 0 0	Aug. 9, 1850	4 16 4½	97 15 0	- -	299 0 0	13 9 0
Lyss - - - N.S.	*80 0 0	Jan. 2, 1841	1 4 1				

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HAMPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Medsted - - N.S.	54 0 0	Mar. 25, 1845					
Medina, East, Schoolmasters' Association -	- - -	- - -	0 15 0				
Meonstoke - - N.S.	45 0 0	June 30, 1842					
Meon, East - - N.S.	184 0 0	Oct. 2, 1845	2 16 0				
Meon, West - - N.S.	229 10 0	Feb. 28, 1853	2 2 0½	7 10 0	- -	275 5 0	14 11 0
Milford - - N.S.	37 10 0	Jan. 15, 1842					
Milton, (near Christchurch) - - N.S.	*50 0 0	Jan. 21, 1837	1 0 0				
" " - "	41 16 0	Jan. 4, 1851					
Newport (I. of W.) - N.S.	- - -	- - -	4 12 6	73 7 6	- -	357 3 4	
Newport (I. of W.) - B.S.	*100 0 0	June 24, 1837					
" " - "	100 0 0	Sept. 16, 1846					
Newtown, (near Droxford) - - N.S.	- - -	- - -	0 18 8	- -	- -	- - -	2 8 0
Oakfield, St. John's N.S.	90 0 0	Apr. 27, 1846	3 12 6	- -	- -	164 10 0	
" " - "	14 15 0	Dec. 6, 1849					
" " - "	42 10 0	Nov. 26, 1852					
Oakley, Church - N.S.	- - -	- - -	- - -	- -	- -	1 13 4	7 5 0
Odiham - - N.S.	*120 0 0	Oct. 13, 1840	6 13 0	5 0 0	- -	80 14 2	
" - - "	7 14 0	Nov. 26, 1852					
" - - "	132 0 0	Dec. 5, 1853					
Overton - - N.S.	*77 0 0	Jan 12, 1839					
" - - "	306 0 0	May 11, 1849					
Owslebury - - N.S.	34 0 0	June 9, 1841	1 5 4				
Petersfield - - N.S.	*126 0 0	June 21, 1837	5 0 0½	84 16 8	- -	167 0 0	20 17 0
Petersfield - - B.S.	- - -	- - -	- - -	- -	- -	6 13 4	
Portsea, Town, St. John's and Trinity N.S.	470 0 0	July 21, 1847	7 6 0½	56 19 2	- -	417 8 4	
" " - "	13 6 8	Apr. 17, 1850					
Portsea, Beneficial Society's School -	*140 0 0	Oct. 21, 1837	8 12 2	55 10 0	- -	700 1 8	
Portsea, All Saints', Girls - N.S.	139 0 0	May 13, 1847	10 5 11½	179 0 0	- -	897 8 4	
" Boys - "	4 14 8	July 3, 1848					
" Infants - "	30 0 0	July 15, 1851					
" " - "	107 10 0	Dec. 12, 1853					
Portsea, Church Schoolmasters' Association -	- - -	- - -	1 0 0½				
Portsea Island - P.U.	- - -	- - -	- - -	- -	- -	204 19 11	
Portsea - - - R.C.	- - -	- - -	2 11 4				
Portsmouth (Royal Victoria), Infants N.S.	100 0 0	Oct. 14, 1845					
" " - "	23 0 0	Feb. 8, 1849					
Portsmouth - - N.S.	100 0 0	Jan. 8, 1846	2 0 0	92 10 10	- -	563 10 0	
Redhill, St. John's N.S.	108 0 0	Apr. 12, 1847					
Ringwood - - N.S.	360 0 0	Oct. 5, 1840	5 7 8½	48 2 6	- -	168 10 0	12 0 0
" " - "	125 0 0	July 15, 1851					
Romsey - - N.S.	50 17 6	Sept. 12, 1854	7 11 7½	38 10 0	- -	268 0 0	
Romsey - - B.S.	218 0 0	May 17, 1848	- -	30 8 4	- -	133 0 0	14 7 0
" - - "	86 0 0	Sept. 8, 1854					
Rumbridge - - N.S.	145 0 0	Aug. 28, 1845					
Ryde (I. of W.) - N.S.	8 13 4	Aug. 6, 1850	8 0 8½	69 12 6	- -	272 0 0	
Ryde (I. of W.) - B.S.	207 0 0	July 14, 1841					
Sarisbury - - N.S.	62 0 0	Sept. 9, 1847					
Selborne - - N.S.	73 0 0	Apr. 9, 1844	1 10 7	- -	- -	142 0 0	
Shalfleet Ch. Ch. - N.S.	117 0 0	July 18, 1851	- -	- -	- -	32 10 0	
Sherfield, English - N.S.	60 0 0	Aug. 5, 1847	1 16 8				
Shidfield - - N.S.	- - -	- - -	1 7 8				
Shirley - - N.S.	- - -	- - -	- - -	27 13 4	- -	61 5 0	
Somborne, King's - N.S.	160 0 0	Nov. 24, 1842	- -	181 13 4	- -	974 15 0	
" - "	74 0 0	Nov. 14, 1846					
" - "	20 0 0	July 20, 1847					
Southampton, All Saints' - - N.S.	565 0 0	Aug. 6, 1850	7 19 11½	117 2 6	- -	279 5 0	
Southampton, St. Mary's, Boys, Girls, and Infts. N.S.	180 0 0	Nov. 24, 1841	6 1 2½	37 10 0	- -	266 5 0	
" " - "	100 0 0	Oct. 3, 1844					
" " - "	60 0 0	Sept. 1, 1854					

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		Amount.	Date of Payment.					
HAMPSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Southampton, St. Michael's	N.S.	371 5 0	Sept. 6, 1853					
Southampton, Newtown District	N.S.	- - -	- - -	- -	6 5 0			
Southampton (Bedford Place)	N.S.	*100 0 0	July 16, 1836	- -	- -	- -	16 5 0	
Southampton, Girls	B.S.	*65 0 0	Mar. 18, 1835					
„ Boys	„	*150 0 0	May 15, 1839					
Southampton, Trinity District	N.S.	- - -	- - -	5 14 10½				
Southsea, St. Jude's	N.S.	390 0 0	Aug. 7, 1852	3 13 3½	47 10 0	- -	15 0 0	
Southsea, St. Paul's	N.S.	316 10 0	Aug. 19, 1850					
„ „	„	50 0 0	Mar. 6, 1852					
Sparsholt	N.S.	32 0 0	Sept. 25, 1851					
Steep	N.S.	45 0 0	Oct. 23, 1844					
Stockbridge	N.S.	- - -	- - -	- -	81 15 0	- -	195 0 0	
Stoneham, South, and Portswood, Boys and Girls	N.S.	156 0 0	Mar. 21, 1849	3 6 5½	35 0 0	- -	130 10 0	
Sutton, Long	N.S.	66 0 0	Sept. 3, 1840					
Swanmore	N.S.	- - -	- - -	1 9 6½				
Sway	N.S.	50 0 0	Jan. 10, 1844	- -	- -	- -	- - -	8 11
Tichborne	N.S.	45 0 0	Mar. 18, 1844	1 0 1	6 0 0	- -	100 0 0	
Timsbury	N.S.	53 0 0	Apr. 27, 1848	0 16 8				
Tisted, East	N.S.	- - -	- - -	- -	- -	- -	29 0 0	
Totton	B.S.	*50 0 0	Dec. 13, 1834					
Twyford	N.S.	45 0 0	Dec. 15, 1843	3 16 5½	- -	- -	184 0 0	
Tytherley, West	N.S.	- - -	- - -	- -	6 13 4	- -	157 1 8	
Tytherley, East	N.S.	- - -	- - -	- -	- -	- -	2 10 0	
Upham	N.S.	47 0 0	Feb. 11, 1848					
Wallop, Nether	N.S.	*46 0 0	May 1, 1839	- -	- -	- -	46 17 6	
Waltham, Bishop's	N.S.	- - -	- - -	3 16 5½	91 5 0	- -	196 0 0	22 15
Waltham, North	N.S.	35 0 0	Apr. 23, 1853	1 10 0				
Warblington and Emsworth, Boys and Girls	N.S.	*126 0 0	Feb. 6, 1839	3 16 3				
„ Infants	„	95 0 0	Dec. 7, 1846					
„ „	„	79 0 0	Jan. 12, 1853					
Wellow	N.S.	- - -	- - -	- -	47 10 0	- -	37 10 0	1 14
West-end	N.S.	*72 0 0	Nov. 9, 1839					
Whippingham	N.S.	106 0 0	Mar. 14, 1851	1 16 7½				
Whitchurch	N.S.	256 0 0	Dec. 28, 1846	- -	25 0 0	- -	74 10 0	6 7
Whitchurch	Wes.	- - -	- - -	3 0 0	33 0 0			
Wight, Isle of	P.U.	- - -	- - -	- -	- -	- -	84 11 8	
Winchester, Trinity, (late St. Maurice's), Boys and Girls	N.S.	145 0 0	Apr. 29, 1843	4 19 7½	174 12 6	- -	382 16 8	
„ „	„	84 0 0	Mar. 13, 1849					
Winchester, St. Peter's (Cheeseshill)	N.S.	70 0 0	Feb. 23, 1842	- -	26 5 0	- -	75 0 0	
„ „	„	55 0 0	Dec. 8, 1845					
Winchester, Central	N.S.	- - -	- - -	6 0 0½	135 0 0	- -	532 11 8	
Winchester, St. Michael's	N.S.	90 0 0	Mar. 7, 1850	3 6 0	133 17 6	- -	57 10 0	
Winchester, St. Thomas'	N.S.	113 0 0	July 28, 1848	5 14 0½	71 6 8	- -	146 10 0	
„ „	„	62 0 0	Jan. 26, 1850					
„ „	„	25 0 0	July 29, 1854					
Woodhay, East	N.S.	*50 0 0	Dec. 23, 1837					
Woolton Hill	N.S.	80 0 0	Dec. 6, 1850	2 8 11½	- -	- -	67 10 0	10 0
Wymering and Widley	N.S.	130 0 0	Sept. 5, 1849					
Yateley, Boys and Girls	N.S.	*50 0 0	June 10, 1853					

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	Amount.	Date of Payment.					
HEREFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Almeley - - - N.S.	5 0 0	Sept. 11, 1850	6 11 4½				
Ballingham - - N.S.	- - -	- - -	1 6 8				
Bosbury, Boys - N.S.	118 10 0	Jan. 31, 1849	4 0 0	- -	- -	189 17 6	
„ Girls - „	5 0 0	Mar. 27, 1849	- -	- -	- -	102 5 10	2 10 0
Brampton Brian - N.S.	- - -	- - -	1 17 4				
Bridstow - - N.S.	90 0 0	Feb. 23, 1849	1 10 5½	15 0 0	- -	17 10 0	
Bromyard - - B.S.	- - -	- - -	1 1 8½	4 10 0	- -	32 10 0	6 0 0
Caple, King's - - N.S.	35 0 0	Feb. 22, 1843					
Clifford - - - N.S.	*50 0 0	Apr. 12, 1837					
Croft and Yarpole - N.S.	- - -	- - -	- -	36 5 0	- -	63 0 0	2 1 0
Dilwyn - - - N.S.	115 0 0	June 16, 1846	3 12 7½	- -	- -	99 13 4	4 10 0
Dynedor - - - N.S.	*35 0 0	Apr. 22, 1840					
Eaton-Bishop - N.S.	40 0 0	Dec. 6, 1844	- -	17 10 0	- -	15 0 0	4 15 0
„ - - „	70 0 0	Apr. 5, 1852					
Ewyas Harold - N.S.	56 0 0	May 18, 1844					
Frome, Bishop's - N.S.	80 0 0	Feb. 23, 1844					
„ - - „	25 0 0	Jan. 31, 1849					
Goodrich, Mixed - N.S.	311 14 0	Mar. 18, 1854	2 3 4½	6 17 6			
Hatfield - - N.S.	- - -	- - -	- -	28 8 4	- -	67 14 2	
Hereford, St. Peter's, Boys - N.S.	- - -	- - -	- -	- -	- -	29 0 0	
„ Girls - „	*290 0 0	Feb. 6, 1839					
„ Infants „	58 0 0	Aug. 9, 1842					
Hereford, Blue Coat N.S.	- - -	- - -	- -	58 15 0	- -	148 15 0	
Hereford, Scudamore's Charity, Boys, Girls, and Infants - - N.S.	540 0 0	Jan. 10, 1854					
Ivington, St. John's N.S.	80 5 0	Apr. 9, 1850	1 0 4				
Kentchurch - - N.S.	45 0 0	Nov. 16, 1847					
Kingsland - - N.S.	75 0 0	Jan. 11, 1847					
Kingston and Thruxton - - - N.S.	90 0 0	Feb. 11, 1846					
Kington - - N.S.	*150 0 0	Feb. 14, 1838					
Ledbury, Girls and Infants - - N.S.	117 10 0	June 24, 1851	- -	23 10 0	- -	44 0 0	6 5 0
Leintwardine, Endowed - - - N.S.	250 0 0	May 11, 1848	4 6 10½	19 5 0	- -	228 16 8	10 3 0
„ „ - - „	11 4 4	Nov. 25, 1851					
Leominster - - B.S.	- - -	- - -	3 3 11½	4 2 6	- -	2 10 0	
Leominster - - N.S.	- - -	- - -	- -	13 8 4			
Madley, Boys and Girls - - - N.S.	202 5 0	Aug. 23, 1853	- -	10 10 0			
Mansel-Lacey, Mixed N.S.	172 5 0	Feb. 25, 1853	- -	30 0 0	- -	6 5 0	1 12 0
Marcle, Much, Boys and Girls - - N.S.	237 0 0	Jan. 17, 1853	- -	35 6 8	- -	31 10 0	3 1 0
Monkland, Mixed - N.S.	108 0 0	Jan. 27, 1854					
Ross and Archenfield (Royal Victoria) - B.S.	*100 0 0	Mar. 23, 1837	- -	- -	- -	2 10 0	5 14 0
„ „ - „	*100 0 0	Oct. 29, 1837					
„ „ - „	250 0 0	Sept. 9, 1840					
„ „ - „	100 0 0	May 4, 1844					
Scudamore - - N.S.	- - -	- - -	- -	45 10 0	- -	86 10 0	
Stoke Prior, Boys and Girls - - N.S.	33 10 0	Oct. 27, 1849					
„ - - - „	16 15 0	Nov. 27, 1850					
Weobley - - - N.S.	- - -	- - -	1 14 8½	31 10 0	- -	15 0 0	
Weonard's, Saint - N.S.	82 0 0	Oct. 26, 1847					
Whitney - - - N.S.	42 0 0	Aug. 5, 1846					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
HERTFORDSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Alban's, Saint - N.S.	*50 0 0	July 27, 1836					
" - - "	79 0 0	Apr. 15, 1848					
Alban's, Saint, St. Peter's - - N.S.	100 0 0	Oct. 21, 1851					
Albury - - N.S.	- - -	- - -	- - -	17 16 8	- -	4 3 4	
Amwell, Great - N.S.	- - -	- - -	1 14 0	10 0 0	- -	171 10 0	14 8 0
Anstey, Mixed - N.S.	111 4 0	Nov. 11, 1854					
Aspeden, Endowed N.S.	61 15 11	Sept. 5, 1849	1 6 9½				
Baldock - - - N.S.	*200 0 0	Aug. 2, 1834					
Baldock - - - B.S.	*60 0 0	May 18, 1839					
Barnet, Chipping - N.S.	60 0 0	July 8, 1846					
Bengeo - - - N.S.	112 10 0	Feb. 25, 1850	3 8 0½	29 5 0	- -	29 3 4	7 9 0
Bennington - - N.S.	45 0 0	Jan. 27, 1843					
Berkhampstead, Great N.S.	*100 0 0	Aug. 18, 1838					
Berkhampstead - B.S.	*130 0 0	Dec. 24, 1834					
Boxmoor - - N.S.	75 0 0	Sept. 6, 1842					
Bramfield - - N.S.	- - -	- - -	- - -	12 0 0			
Buckland - - N.S.	80 0 0	Feb. 22, 1848	1 1 3½	15 5 0	- -	15 0 0	2 10 0
Buntingford - - N.S.	100 0 0	Sept. 24, 1845	1 7 0½	95 0 0	- -	108 15 0	18 0 0
" - - "	2 18 4	Jan. 25, 1849					
Burnham Green - N.S.	50 0 0	Nov. 24, 1843					
Bushey - - - B.S.	125 0 0	June 8, 1846	6 13 3½	- -	- -	409 10 0	
" - - - "	47 14 0	Dec. 7, 1848					
Chipperfield - - N.S.	50 10 0	Jan. 9, 1843					
Colney, St. Peter's N.S.	- - -	- - -	3 2 1	120 0 0	- -	140 0 0	13 9 0
Hadham, Little - B.S.	*40 0 0	Dec. 3, 1836					
Harpenden - - B.S.	105 0 0	Feb. 11, 1851					
Hatfield, Bishop's - N.S.	- - -	- - -	3 7 7½	7 0 0	- -	216 8 4	17 12 0
Hempstead, Hemel B.S.	*150 0 0	July 22, 1834					
Hertford (Cowper's Testimonial) - N.S.	- - -	- - -	4 9 10	- -	- -	134 10 0	
Hertford, All Saints', Industrial, Boys, Girls, and Infants N.S.	40 0 0	Apr. 15, 1851					
" " - "	48 10 0	May 21, 1852					
Hertford Heath - N.S.	*75 0 0	June 16, 1838					
Hertingfordbury - N.S.	- - -	- - -	1 2 8½	- -	- -	126 10 0	
High-Cross, Boys - N.S.	- - -	- - -	1 10 5½	56 5 0	- -	87 10 0	
Hitchin, St. Andrew's, Mixed - N.S.	300 0 0	July 24, 1854					
Hitchin - - - N.S.	*175 0 0	Feb. 10, 1838	12 15 11½	112 17 6	- -	519 15 0	
" - - - "	200 0 0	Apr. 18, 1854					
Hoddesdon - - N.S.	125 0 0	Oct. 22, 1844					
" - - - "	53 0 0	Dec. 8, 1845					
Hormead, Great - N.S.	100 0 0	Nov. 8, 1845	2 10 0				
Ickleford, Boys, Girls, and Infants N.S.	*50 0 0	Dec. 11, 1839	1 17 7½	39 11 8	- -	107 10 0	
" - - - "	201 0 0	July 9, 1849					
Ippolyts, Saint - N.S.	106 0 0	Jan. 9, 1847	3 13 8	35 16 0	- -	209 14 2	8 16 0
" " - "	14 15 0	May 15, 1854					
Kensworth, Infant N.S.	150 0 0	Dec. 15, 1853	1 0 1½				
Langley, Abbott's, Boys, Girls, and Infants - N.S.	60 0 0	Feb. 21, 1845	3 12 0½	39 13 4	- -	139 5 0	
" " - "	50 0 0	Sept. 23, 1848					
" " - "	10 0 0	Mar. 23, 1849					
" " - "	246 0 0	Aug. 22, 1854					
Langley, King's - N.S.	*95 0 0	Nov. 20, 1838					
Leavesden - - N.S.	40 0 0	Sept. 1, 1843					
Mimms, North - N.S.	- - -	- - -	1 7 6½				
Munden, Great - N.S.	60 0 0	Mar. 9, 1846	- -	38 10 0			
" - - "	15 0 0	Sept. 14, 1847					
Northaw " - N.S.	126 0 0	Jan. 23, 1851					
Pelham, Brent - N.S.	50 0 0	July 3, 1846					
Pelham, Furneux - N.S.	50 0 0	May 4, 1843					
Pirton - - - N.S.	74 0 0	Dec. 17, 1841	1 12 11	19 10 0			
" - - - "	15 13 10	July 18, 1854					

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	Amount.	Date of Payment.					
HERTFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rickmansworth - N.S.	238 0 0	Sept. 24, 1850	6 9 4				
Rochester, Practising School - - -	- - -	- - -	3 0 0	42 10 0			
Royston - - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	7 4 0
Royston, Boys - B.S.	75 0 0	Nov. 1, 1840					
Sandon - - - N.S.	*40 0 0	Jan. 25, 1837					
" - - -	30 0 0	July 28, 1846					
Shenley - - N.S.	52 0 0	Nov. 17, 1842	2 9 4	16 5 0	- - -	- - -	8 8 0
" - - - "	7 0 0	Sept. 26, 1848					
" - - - "	70 0 0	May 23, 1854					
Stevenage, Boys, Girls, and Infants N.S.	*92 0 0	June 28, 1834	2 2 0				
" " - "	87 0 0	Oct. 18, 1851					
Stortford, Bishop's B.S.	150 0 0	Jan. 8, 1840					
" " - "	100 0 0	Mar. 22, 1847					
Tring - - - N.S.	182 0 0	April 26, 1843					
Wadesmill, Infants N.S.	- - -	- - -	- - -	10 0 0			
Walkern - - - N.S.	- - -	- - -	- - -	- - -	- - -	29 0 0	
Ware - - - N.S.	490 0 0	Dec. 31, 1844					
Ware - - - B.S.	*75 0 0	Jan. 9, 1839					
Watford - - N.S.	*60 0 0	May 5, 1838					
" - - - "	130 0 0	Mar. 30, 1842					
Watton - - - "	- - -	- - -	2 3 1				
Welwyn, Boys and Girls - - - N.S.	- - -	- - -	2 16 0½				
Willian - - N.S.	25 0 0	Mar. 11, 1842					
" - - - - "	20 0 0	May 11, 1844					
" - - - - "	20 0 0	Feb. 1, 1848					
Wilstone - - N.S.	100 0 0	Oct. 13, 1847					
Woodhill (Mixed) N.S.	- - -	- - -	2 4 11½	56 1 8	- -	34 11 8	7 19 0
Wymondley, Great N.S.	60 0 0	Feb. 4, 1848					
Yardley - - N.S.	*40 0 0	July 19, 1837					
" - - - "	30 0 0	Sept. 22, 1846					
HUNTINGDONSHIRE.							
Abbotsley - - N.S.	42 0 0	Aug. 22, 1845					
Alconbury - - N.S.	75 0 0	July 14, 1842					
Bluntisham - - N.S.	15 0 0	Mar. 8, 1850					
Brampton - - N.S.	- - -	- - -	7 19 11½	66 4 2	- -	65 0 0	
Broughton - - N.S.	60 0 0	Oct. 17, 1844					
Catworth, Great - N.S.	42 0 0	June 25, 1845					
Earith - - B.S.	100 0 0	Mar. 4, 1840	3 11 2½	- - -	- - -	83 0 0	
Farcet - - - N.S.	60 0 0	Nov. 27, 1848	1 19 9				
Fen-Stanton - - N.S.	144 0 0	Oct. 14, 1847	1 1 8½				
Fen-Stanton - - B.S.	- - -	- - -	1 15 10½	26 5 0	- -	32 10 0	7 16 0
Holme, Church of England School - -	- - -	- - -	- - -	19 3 0			
Huntingdon, County N.S.	- - -	- - -	2 5 0½	22 10 0	- -	15 0 0	
Huntingdon, Walden's Charity Sch.	- - -	- - -	- - -	- - -	- - -	2 10 0	
Ives, Saint - - N.S.	250 0 0	Nov. 18, 1845	6 0 0	27 10 0	- -	250 10 0	
" - - - "	80 0 0	Jan. 12, 1846					
" - - - "	18 0 0	Oct. 23, 1851					
" - - - "	46 0 0	Sept. 20, 1853					
Ives, Saint - - B.S.	- - -	- - -	3 0 1	16 13 4	- -	5 0 0	
Neots, Saint, Girls and Infants - N.S.	146 0 0	June 17, 1842	2 9 2½				
Neots, Saint - - B.S.	- - -	- - -	2 9 5	11 5 0			
Neots, Saint - - Wes.	- - -	- - -	3 6 9	82 0 0	- -	138 10 0	
Offord-Cluney, Endowed	48 0 0	April 28, 1847					
" "	23 10 0	Dec. 17, 1850					
Orton Longville, Mixed, Church School -	172 16 0	Aug. 3, 1854	1 13 4½				
Orton Waterville - N.S.	63 0 0	June 19, 1850	1 5 4½				
Ramsey - - N.S.	- - -	- - -	- - -	15 0 0			
Ripton, Kings - N.S.	40 0 0	May 2, 1845					

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HUNTINGDONSHIRE-*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sawtrey - - N.S.	92 0 0	Mar. 13, 1841					
Sawtrey - - Wes.	- - -	- - -	2 10 4½	- -	- -	- - -	9 0 0
Spaldwick - - N.S.	60 0 0	Nov. 29, 1847					
Stanground - - N.S.	65 0 0	Nov. 4, 1846	1 1 6				
Stilton - - - N.S.	75 0 0	May 18, 1846					
Stukeley, Great - N.S.	45 0 0	May 2, 1845					
Thurning - - N.S.	26 10 0	Dec. 23, 1843					
Warboys - - N.S.	- - -	- - -	- -	21 0 0	- -	62 1 8	
Weston, Old - - N.S.	50 0 0	May 10, 1844					
Wistow - - N.S.	50 0 0	May 3, 1842	0 7 8				
Woodhurst - - N.S.	42 0 0	Oct. 14, 1843					
" - - "	40 0 0	Dec. 24, 1845					
" - - "	12 0 0	Feb. 27, 1846					
Yaxley - - Endowed	128 0 0	May 12, 1849					
KENT.							
Appledore and Ebony - - N.S.	120 0 0	Mar. 7, 1848					
Ashford - - N.S.	206 0 0	Mar. 11, 1843	12 12 11	103 15 10	- -	456 7 6	
" - - "	30 0 0	Aug. 30, 1851					
Ashford - - B.S.	- - -	- - -	3 17 10	24 18 4	- -	15 0 0	
Aylesford, Church School	- - -	- - -	- -	- -	- -	4 3 4	
Bapchild and Tonge, Mixed - - N.S.	137 12 6	Jan. 25, 1854	2 6 8	- -	- -	15 0 0	
Barham - - N.S.	- - -	- - -	3 2 4½	16 5 0	- -	257 16 8	2 2 0
Barming - - N.S.	50 0 0	May 30, 1842					
Bearstead - - N.S.	125 0 0	Dec. 23, 1848	2 5 2½	- -	- -	15 0 0	
Beckenham - - N.S.	- - -	- - -	- -	- -	- -	30 0 0	9 13 0
Bethersden - - N.S.	175 0 0	Jan. 2, 1851	11 18 0½	- -	- -	32 10 0	
Bexley - - - N.S.	*160 0 0	Apr. 19, 1837					
" - - "	70 0 0	Nov. 25, 1845					
Biddenden - - N.S.	162 0 0	Mar. 9, 1849					
Birchington - - N.S.	129 5 0	July 31, 1849					
Blackheath Hill, Trinity, Boys, Girls, and Infants - N.S.	320 0 0	Aug. 7, 1846	12 7 2½	59 10 0	- -	333 8 0	
" " - "	253 0 0	July 18, 1854					
Borden, Boys and Girls - - - N.S.	182 0 0	Jan. 31, 1849					
Boughton Blean - N.S.	100 0 0	Oct. 23, 1852					
Boughton-Malherbe N.S.	100 0 0	Nov. 10, 1847	2 2 8½	- -	- -	15 8 4	
Boughton Monchelsea - - N.S.	114 0 0	Nov. 20, 1851					
Boxley - - N.S.	121 0 0	Nov. 27, 1846	3 3 5½	82 15 0	- -	304 0 10	
Brabourne - - N.S.	102 0 0	Nov. 13, 1846	3 2 6	13 15 0	- -	67 1 8	1 12 0
Brenchley - - N.S.	116 10 0	June 17, 1842	2 0 0½	- -	- -	4 3 4	
Brenzett (Mixed) - N.S.	100 0 0	Nov. 20, 1852					
Broadstairs - - N.S.	*145 0 0	Sept. 20, 1837	3 4 3½	4 11 8			
Bromley Common - N.S.	202 0 0	June 1, 1847	1 11 1½	33 10 0	- -	74 11 8	
Brompton - - N.S.	303 15 0	Oct. 4, 1851	- -	- -	- -	135 10 0	22 8 0
Buckland - - N.S.	81 0 0	Jan. 1, 1844					
Canterbury, St. George the Martyr and St. Mary Magdalene, Girls and and Infants - N.S.	100 0 0	Jan. 25, 1854					
Canterbury, St. Martin's and St. Paul's, Girls and Infants N.S.	80 0 0	June 19, 1845	5 8 1	12 0 0	- -	44 10 0	
Canterbury, Model (Broad Street), Boys, Girls, and Infants - - N.S.	720 0 0	Dec. 19, 1848	24 11 9½	- -	- -	939 10 0	
Canterbury, Boys - B.S.	173 10 0	Mar. 13, 1841					
" Girls - "	120 0 0	July 13, 1846					
Charing - - N.S.	- - -	- - -	1 7 8½	60 0 0	- -	193 19 0	
Chart, Great - - N.S.	72 0 0	Jan. 27, 1846					
Chatham, St. John's N.S.	- - -	- - -	- -	- -	- -	191 10 0	

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cheriton and Newington - - N.S.	125 0 0	May 29, 1848					
" " - - "	40 0 0	Apr. 23, 1849					
Chiddingstone - N.S.	98 0 0	Oct. 19, 1841					
Cliffe, Mixed - - N.S.	200 0 0	Dec. 14, 1854					
Cranbrook, Boys and Girls - - N.S.	183 0 0	Dec. 9, 1844	- - -	- - -	- - -	105 0 0	
" - - "	17 0 0	July 30, 1845					
Cranbrook, "Holy Trinity, Milkhouse Street District, Sunday and Infant - - N.S.	76 0 0	Mar. 16, 1841					
" " - - "	20 0 0	July 20, 1847					
Crayford - - N.S.	- - -	- - -	2 10 0	-	- - -	22 10 0	
Cray, Paul's - - N.S.	*30 0 0	Feb. 27, 1839					
Cudham - - - N.S.	101 5 0	Mar. 22, 1852					
Cuxton - - N.S.	92 0 0	Feb. 25, 1850					
Dartford, Boys and Girls - - Wes.	- - -	- - -	7 10 2½	27 10 0	- - -	289 5 0	
Deal - - - N.S.	- - -	- - -	- - -	6 5 0			
Deal, Infants - -	- - -	- - -	- - -	- - -	- - -	8 6 8	
Deal - - - Wes.	- - -	- - -	- - -	8 5 0			
Deal, Boys, Girls and Infants - Par.	422 16 8	July 1, 1853	4 16 0½	19 3 4	- - -	6 13 4	
Denton - - - N.S.	64 10 0	Apr. 5, 1841					
Deptford, Boys - N.S.	20 0 0	Oct. 31, 1844	1 11 10				
Deptford, St. Nicholas', Boys and Girls - N.S.	*50 0 0	Dec. 19, 1835	2 2 1½				
Deptford (New Street) B.S.	110 0 0	June 30, 1841					
Deptford - - R.C.	- - -	- - -	2 17 6½	- - -	- - -	83 0 0	
Dover (East Cliff) - N.S.	- - -	- - -	1 12 1½	33 0 0			
Dover, Trinity - N.S.	148 0 0	Aug. 14, 1847	5 10 8				
Dover - - - B.S.	*437 0 0	Apr. 16, 1835	4 0 11½	21 13 4	- - -	29 0 0	
" - - - "	32 0 0	Apr. 18, 1854					
Edenbridge, Boys and Girls - - N.S.	200 0 0	Apr. 7, 1854					
Egerton, St. James' N.S.	125 0 0	June 16, 1846					
Elham - - - N.S.	60 0 0	Sept. 26, 1845	- - -	96 5 0	- - -	76 9 2	1 2 0
Elham - - - B.S.	- - -	- - -	- - -	- - -	- - -	- - -	2 10 0
Eltham - - - N.S.	40 0 0	Aug. 4, 1841	- - -	- - -	- - -	215 0 0	
" - - - "	21 0 0	July 31, 1849					
" - - - "	136 15 0	Jan. 12, 1853					
Erith, Boys and Girls N.S.	106 0 0	May 11, 1850					
" "	38 0 0	Apr. 22, 1851					
Eynesford - - N.S.	*70 0 0	Apr. 5, 1836					
Farleigh, East - N.S.	*34 0 0	Apr. 5, 1839	3 15 0½	63 15 0	- - -	273 12 6	
" - - - "	120 0 0	Feb. 6, 1849					
Farleigh, West - N.S.	- - -	- - -	1 8 8				
Faversham - - N.S.	- - -	- - -	3 15 8	- - -	- - -	37 10 0	
Faversham - - B.S.	- - -	- - -	6 16 11	46 13 4	- - -	216 5 0	
Fawkham, Hartley and Longfield - N.S.	35 0 0	Nov. 3, 1841					
Folkestone, Ch. Ch. Infants - - N.S.	94 0 0	Mar. 2, 1852	2 14 0				
Folkestone, Boys - B.S.	162 0 0	Apr. 15, 1840	1 10 11	- - -	- - -	130 10 0	
" - - - "	13 7 4	Nov. 23, 1853					
Folkestone, Girls - B.S.	11 5 4	Dec. 9, 1853	1 14 4	- - -	- - -	15 0 0	
Folkestone, St. Mary's - - N.S.	- - -	- - -	7 7 9½				
Frittenden - - N.S.	65 0 0	Aug. 9, 1843					
Goodnestone - Par.	- - -	- - -	- - -	83 5 0	- - -	51 13 4	
Gravesend and Milton, Boys, Girls and Infants - N.S.	*490 0 0	Aug. 24, 1836	7 15 1½	95 0 0	- - -	280 9 2	
" - - "	100 0 0	Apr. 10, 1849					
Gravesend, Princes Street Chapel - B.S.	- - -	- - -	- - -	40 5 0	- - -	31 10 0	
Green Street Green, Boys and Girls - N.S.	42 10 0	Jan. 13, 1852					

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greenwich - N.S.	*83 0 0	Apr. 29, 1837					
Greenwich East Branch, Infant and Sunday - N.S.	200 0 0	Aug. 31, 1844					
Greenwich - P.U.	- - -	- - -	- - -	- - -	- - -	39 0 0	
Greenwich, Roan's Charity (East Branch) - -	- - -	- - -	- - -	- - -	- - -	8 6 8	
Greenwich, Roan's Charity (West Branch) - -	- - -	- - -	- - -	- - -	- - -	12 10 0	
Hadlow - - N.S.	437 0 0	May 19, 1849					
Harbledown, Mixed N.S.	111 10 0	June 6, 1854					
Hardress, Lower - N.S.	38 0 0	Dec. 18, 1847					
Harrietsham, Ch. Sch. -	90 0 0	Mar. 11, 1845	3 14 4½	61 10 0	- -	25 8 4	2 2 0
Hawkhurst - N.S.	- - -	- - -	- - -	55 11 8	- -	106 13 4	11 4 0
Headcorn - - N.S.	- - -	- - -	1 8 0				
Higham - - N.S.	120 0 0	Feb. 10, 1848	2 9 4	34 7 6	- -	62 18 4	10 18 0
Hildenborough - N.S.	126 0 0	May 26, 1848					
Hoo - - - N.S.	*75 0 0	July 20, 1839	1 6 11				
Hougham, Ch. Ch., Boys, Girls, and Infants - - N.S.	300 0 0	Aug. 21, 1848	3 12 0				
Hythe - - N.S.	400 0 0	July 5, 1852	5 15 6½	128 10 0	- -	296 5 0	
Ightham - - N.S.	- - -	- - -	2 1 7½	71 5 0	- -	194 0 0	
Lamberhurst - N.S.	*43 0 0	Dec. 30, 1835					
„ - - „	*16 0 0	Aug. 16, 1836					
Lee, Boys and Girls N.S.	- - -	- - -	6 11 8	- -	- -	519 10 0	
Lenham - - N.S.	105 0 0	Apr. 26, 1851	3 16 6¾				
Loose - - - N.S.	96 0 0	Aug. 30, 1843	1 17 9				
Luton - - - N.S.	50 0 0	Feb. 11, 1847	3 17 7½				
Lydd - - - N.S.	200 0 0	July 17, 1850	- - -	32 10 0	- -	92 18 4	12 0 0
Lyminge, Endowed Sch.	136 0 0	Mar. 1, 1850	1 17 7½	- -	- -	12 18 4	
Maidstone, All Saints' N.S.	- - -	- - -	13 8 6¾	176 16 8	- -	636 2 5	
Maidstone, Trinity Model - - N.S.	480 0 0	Apr. 2, 1842	13 1 0	207 6 8	- -	1,051 16 8	
Maidstone, St. Peter's, Boys and Girls - N.S.	200 0 0	Nov. 8, 1848					
Maidstone - - P.U.	- - -	- - -	- - -	- - -	- - -	7 1 8	
Malling, East, Boys and Girls - - N.S.	187 10 0	Mar. 26, 1850	4 0 10½	- -	- -	18 6 8	
Malling, West, Endowed - - N.S.	12 6 8	July 5, 1852	2 14 2½	16 10 0	- -	54 3 4	
Margarets, St. (near Rochester), Boys, Girls, and Infants N.S.	500 0 0	Dec. 21, 1854					
Margaret, St. at Cliffe N.S.	40 0 0	Sept. 24, 1847					
Margate, Holy Trinity, Boys and Girls - N.S.	225 0 0	July 4, 1851	6 5 0½	14 0 0	- -	140 10 0	
„ - - „	50 0 0	Oct. 10, 1853					
Margate, St. John's N.S.	- - -	- - -	5 1 8½	31 13 4			
Meopham - - N.S.	62 0 0	Apr. 22, 1842					
„ - - „	20 0 0	May 31, 1843					
Milton, next Gravesend - - - B.S.	- - -	- - -	3 13 2½	60 10 0	- -	107 15 0	
Milton, near Sittingbourne - - N.S.	300 0 0	Jan. 19, 1849					
Minster - - N.S.	350 0 0	Apr. 17, 1848					
Newchurch - - N.S.	40 0 0	Dec. 31, 1845					
Newington - - N.S.	105 0 0	July 24, 1851	3 14 9½	33 0 0	- -	32 10 0	2 7 0
Northfleet - - N.S.	*115 0 0	Sept. 26, 1838					
„ - - „	25 0 0	Feb. 13, 1845					
Northbourne, St. Augustine's - N.S.	145 10 0	July 13, 1852	2 0	30 0 0	- -	32 10 0	1 12 0
Patrixbourne and Bridge - - N.S.	120 0 0	Jan. 4, 1850					
Petham - - N.S.	70 0 0	Aug. 29, 1849					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Platt, St. Mary's - N.S.	113 0 0	May 4, 1847					
Plaxtol - - N.S.	171 0 0	Dec. 3, 1847	2 3 5½	- -	- -	16½ 10 0	6 16 0
Pluckley - - N.S.	93 10 0	Feb. 7, 1851	2 5 0¼	- -	- -	47 10 0	3 4 0
Plumstead, Burrage Road - - - B.S.	- - -	- - -	2 17 4½				
Plumstead, East, Endowed - - N.S.	- - -	- - -	3 16 7½				
Preston - - N.S.	*25 0 0	July 22, 1837					
Queenborough - N.S.	- - -	- - -	- - -	- -	- -	- - -	1 9 0
Rainham - - N.S.	160 0 0	Mar. 25, 1847	2 5 7				
Ramsgate, St. Lawrence's - - N.S.	58 0 0	Apr. 8, 1851	1 6 8	- -	- -	63 0 0	
Ramsgate, Ch. Ch. - N.S.	506 0 0	June 2, 1849	5 16 1	131 18 4	- -	368 0 0	
Ramsgate, St. George's - - N.S.	- - -	- - -	11 3 5	53 5 0	- -	323 11 8	
Rochester, St. Nicholas' - - N.S.	399 0 0	Feb. 6, 1849	4 0 11½	156 5 0	- -	459 11 8	
Rochester, Dartford, and Shoreham, Ch. Schoolmasters' Association - - -	- - -	- - -	2 0 0¼				
Rolvenden - - N.S.	*100 0 0	Dec. 6, 1836					
Romney, New - N.S.	- - -	- - -	3 0 4½	- -	- -	17 10 0	10 18 0
Rusthall - - N.S.	- - -	- - -	1 4 8½	6 5 0			
Sandgate - - N.S.	275 0 0	Mar. 25, 1846	1 5 6				
Smarden, Free - N.S.	- - -	- - -	2 0 0½				
Snodland - - N.S.	- - -	- - -	- - -	- -	- -	- - -	7 16 0
Shadoxhurst - N.S.	30 0 0	Feb. 4, 1847					
Sheerness - - N.S.	*250 0 0	Dec. 16, 1837					
Sheerness - - B.S.	*275 0 0	Jan. 11, 1837					
Shipbourne, Mixed N.S.	75 0 0	July 23, 1853					
Sittingbourne - N.S.	230 0 0	June 17, 1847					
Southborough - N.S.	100 0 0	Nov. 24, 1845					
Southfleet, Endowed - - N.S.	- - -	- - -	1 3 1½				
Stephens, St. (near Canterbury) - N.S.	120 0 0	Apr. 20, 1849	1 10 8	- -	- -	4 3 4	
Standford - - N.S.	25 0 0	Dec. 31, 1845					
Stockbury - - N.S.	50 10 0	Sept. 2, 1842					
Stowting - - N.S.	55 0 0	Dec. 18, 1846					
Strood - - N.S.	252 0 0	Jan. 15, 1850	2 13 4	32 6 8	- -	47 18 4	
Sturry - - N.S.	60 0 0	July 23, 1852	2 11 6				
Sutton-at-Hone - N.S.	- - -	- - -	2 4 2	16 5 0	- -	156 0 0	4 4 0
Sutton Valence, United - - N.S.	- - -	- - -	- - -	17 6 8	- -	106 9 2	
Swanscombe and Stone - - N.S.	70 0 0	Mar. 11, 1842	1 3 3½				
Swingfield Minnis - N.S.	150 0 0	June 12, 1847	1 6 10½	- -	- -	65 4 2	
Sydenham - - N.S.	*85 0 0	Dec. 29, 1838	- -	20 0 0	- -	187 0 0	
Sydenham - - Wes.	- - -	- - -	1 4 0	- -	- -	0 16 8	3 7 0
Tenterden - - N.S.	150 0 0	Jan. 20, 1844	2 12 9				
Tenterden - - B.S.	- - -	- - -	7 2 6	37 10 0	- -	162 0 0	
Teston - - - N.S.	- - -	- - -	- - -	16 5 0	- -	17 10 0	7 10 0
Thanet, St. Peter's, Girls and Infants N.S.	105 0 0	Dec. 26, 1849	1 0 0¼	24 0 0	- -	21 13 4	4 12 0
" - - "	50 0 0	June 8, 1853					
Tovil, St. Stephen's N.S.	153 0 0	Feb. 22, 1851					
Trottersclife - N.S.	54 0 0	Nov. 1, 1849					
" - - "	50 0 0	May 31, 1854					
Tunbridge - - Wes.	- - -	- - -	4 0 0				
Tunbridge, St. Stephen's - - N.S.	- - -	- - -	4 5 5				
Tunbridge Wells Chapel - Free S.	- - -	- - -	4 1 9				
Tunbridge Wells, St. Augustine's - R.C.	- - -	- - -	2 6 8				
Upchurch - - N.S.	54 0 0	Jan. 14, 1847					
Walmer and Ringwould - - N.S.	*106 0 0	Jan. 15, 1837	2 9 1	- -	- -	120 10 0	

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	Amount.	Date of Payment.					
KENT—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Waltham - - N.S.	- - -	- - -	- - -	- - -	- - -	- - -	3 4 0
Wateringbury - N.S.	- - -	- - -	1 11 1	- -	- -	67 3 4	14 11 0
Whitstable and Seasalter, Boys and Girls - - N.S.	- - -	- - -	13 13 5½	- -	- -	617 10 0	
Willesborough - N.S.	67 0 0	Feb. 27, 1849	3 0 11	- -	- -	3 6 8	
Wilmington - N.S.	128 0 0	Sept. 14, 1850					
Woodchurch - - N.S.	75 0 0	June 10, 1844	2 1 1½	4 6 8	- -	320 11 8	4 1 0
" - - "	4 16 8	June 22, 1848					
" - - "	15 6 3	Aug. 8, 1849					
Woodnesborough - N.S.	95 0 0	Apr. 11, 1848					
Woolwich - - N.S.	289 0 0	Mar. 27, 1841	8 9 7	83 3 4	- -	207 10 0	
Woolwich - - B.S.	*225 0 0	Jan. 7, 1835					
Woolwich - - R.C.	- - -	- - -	2 13 4½				
Wrotham - - N.S.	100 0 0	June 22, 1845					
LANCASHIRE.							
Accrington, Ch. Ch. N.S	500 0 0	Feb. 28, 1845	4 4 7	64 5 0	- -	52 10 0	
Accrington, St. James', Infants - N.S.	208 0 0	Mar. 25, 1845					
Accrington, St. Oswald's - - R.C.	- - -	- - -	2 6 8½				
Adlington - - N.S.	150 0 0	June 26, 1840	2 6 8				
Admarsh - - N.S.	*28 0 0	Jan. 24, 1835					
Aigburth - - N.S.	- - -	- - -	3 5 9½	45 17 6	- -	14 3 4	
Ainsworth - - N.S.	*150 0 0	June 13, 1838					
Altcar - - - N.S.	- - -	- - -	- -	30 6 8	- -	- - -	3 13 0
Appleton, St. Bede's R.C.	- - -	- - -	6 8 9				
Ardwick, St. Thomas' N.S.	- - -	- - -	- -	11 5 0			
Ashton, St. Thomas' (in Makerfield) - N.S.	250 0 0	July 15, 1851	4 3 2	58 10 0	- -	129 10 0	
Ashton-under-Lyne, Ch. Ch. (Charlestown), Boys, Girls, and Infants - N.S.	832 0 0	Dec. 9, 1847	- -	- -	- -	258 1 8	
Ashton-under-Lyne, St. Peter's, Boys, Girls, and Infts. - N.S.	*300 0 0	May 28, 1836					
" - - "	60 0 0	Nov. 1, 1844					
Astley - - - N.S.	200 0 0	Nov. 18, 1841	3 13 1½	15 0 0	- -	154 3 4	
" - - "	103 0 0	Oct. 12, 1847					
Atherton - - N.S.	300 0 0	Nov. 28, 1840	7 9 2	113 6 8	- -	244 5 0	
" - - "	119 15 6	Nov. 9, 1852					
Audenshaw - - N.S.	400 0 0	July 29, 1847	2 10 10	- -	- -	115 0 0	
Bacup - - - Wes.	- - -	- - -	8 6 8½	2 15 0	- -	3 6 8	
Bank Meadow - B.S.	300 0 0	Jan. 8, 1840					
Bardsley - - N.S.	397 0 0	Dec. 7, 1846	1 6 5½	- -	- -	109 0 0	
Barrowford - - N.S.	231 15 0	July 31, 1855	4 6 11½				
Barton upon Irwell N.S.	240 0 0	Oct. 14, 1846	3 0 7				
" " - "	30 0 0	June 15, 1852					
Barton upon Irwell Wes.	- - -	- - -	4 0 0¼				
Bedford, in Leigh - N.S.	200 0 0	Apr. 30, 1844					
Belfield (Messrs. Benecke's) - N.S.	- - -	- - -	5 0 11½	85 5 0	- -	213 0 0	
Bickerstaffe - - N.S.	200 0 0	Sept. 20, 1844	3 16 0½	18 0 0	- -	433 13 0	13 9 0
Billinge - - N.S.	56 10 0	June 16, 1847					
Birch, St. James', (in Manchester) N.S.	- - -	- - -	3 1 2¼	59 13 4	- -	52 10 0	5 8 0
Birch, St. Mary's, (in Middleton), Boys and Girls - N.S.	*75 0 0	Aug. 13, 1836					
" - "	*46 0 0	Nov. 16, 1836					
Blackburn, St. Michael's - - N.S.	258 0 0	Oct. 24, 1849	3 9 8				
Blackburn, Trinity N.S.	294 0 0	Sept. 19, 1844	4 1 11½				
Blackburn, St. John's N.S.	800 0 0	Apr. 10, 1845	2 7 11½				
Blackburn - - B.S.	*159 0 0	Apr. 16, 1836					

and ation of ool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
RE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
t. Alban's R.C.	- - -	- - -	6 5 0	71 0 0	- -	298 0 0	
(Mr. - - R.C.	- - -	- - -	4 4 0½	26 13 4	- -	66 16 8	
St. Anne's R.C.	- - -	- - -	- -	28 10 0	- -	73 3 4	
ab Lane) N.S.	100 0 0	Apr. 29, 1843					
" - "	21 0 0	May 7, 1844					
" - "	20 0 0	Apr. 6, 1846					
" - "	43 0 0	Aug. 5, 1847					
- - N.S.	120 0 0	Nov. 2, 1847	3 2 4½				
- - Wes.	- - -	- - -	2 8 0½	34 7 6			
- - N.S.	450 0 0	Aug. 22, 1846	1 11 5½	- -	- -	73 5 0	
lc, St. - - N.S.	500 0 0	Aug. 9, 1848	14 15 10½	78 6 8	- -	150 3 4	
le, All - - N.S	600 0 0	Mar. 18, 1848	5 18 8½	21 5 0	- -	75 3 4	
ors, ty - N.S.	*240 0 0	Nov. 10, 1838	18 16 7½	121 15 10	- -	1,066 8 4	
- "	155 0 0	Dec. 31, 1847					
ors l Dist.) N.S.	250 0 0	Feb. 13, 1845	12 13 3½	20 0 0	- -	745 13 4	
" - "	100 0 0	Oct. 18, 1852					
ors, - - N.S.	540 0 0	Dec. 23, 1847	8 13 2½	54 3 4	- -	565 16 5	
ors, and St. - - R.C.	- - -	- - -	8 17 6	39 17 6	- -	412 8 4	
- - B.S.	*250 0 0	Apr. 22, 1837	4 14 9½	35 15 0	- -	290 10 0	
etcher - Wes.	- - -	- - -	10 11 3½	28 15 0	- -	164 15 0	
ge Street) Wes.	311 0 0	Apr. 29, 1850	11 17 1	63 6 8	- -	355 10 0	
ds, In- - - N.S.	65 16 0	Feb. 20, 1850	2 4 6½				
- - N.S.	200 0 0	Nov. 12, 1836	6 4 2½	67 16 8	- -	637 0 0	14 8 0
- - R.C.	- - -	- - -	- -	- -	- -	- - -	2 9 0
(Free , Boys , Ch. - - -	126 0 0	Mar. 10, 1852					
- - N.S.	247 0 0	Jan. 2, 1850	2 16 8				
n - Wes.	- - -	- - -	10 14 2½	47 10 0	- -	317 10 0	
- - N.S.	112 0 0	Apr. 22, 1840	1 3 3				
- - "	143 0 0	Sept. 2, 1840					
- - "	25 0 0	Feb. 20, 1849					
Lower - N.S.	250 0 0	Nov. 11, 1846					
(Lane . Paul's N.S.	503 0 0	July 6, 1847	6 5 8½	- -	- -	192 10 0	
e Head N.S.	50 0 0	June 5, 1844	2 13 6½				
Peter's N.S.	299 0 0	May 2, 1847	30 4 4½				
s and - - N.S.	*100 0 0	Feb. 3, 1836	- -	100 0 0	12 10 0	875 10 0	
James' N.S.	*200 0 0	Feb. 5, 1840	2 9 2½	45 0 0	- -	327 0 0	
" - "	100 0 0	Nov. 23, 1844					
- - Wes.	807 0 0	Aug. 10, 1852	1½ 5 6½	41 6 8	- -	417 0 0	
Mary's R.C.	- - -	- - -	7 1 8				
fall - R.C.	- - -	- - -	2 3 8½				
n's - N.S.	370 0 0	Mar. 1, 1849	1 19 5				
l's - N.S.	150 0 0	Oct. 26, 1844	3 6 1½				
rinity N.S.	473 0 0	Apr. 19, 1851	7 8 4½	61 0 0	- -	299 0 0	
Street) Wes.	- - -	- - -	5 0 0½	50 0 0	- -	91 0 0	
rie's - R.C.	- - -	- - -	5 6 8				
l - N.S.	- - -	- - -	- -	13 15 0			
s - N.S.	*93 0 0	Oct. 1837					
- - "	45 0 0	Dec. 28, 1843					
- - N.S.	58 4 0	Oct. 8, 1846					
- N.S.	226 0 0	Oct. 1, 1850	- -	15 0 0	- -	- - -	21 0 0

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d
Charlestown - - B.S.	*75 0 0	Jan. 10, 1835					
" - - "	*40 0 0	Oct. 10, 1837					
Chatburn - - N.S.	248 0 0	June 10, 1850	2 10 0	32 10 0	- -	32 10 0	8 1 0
Chipping - - R.C.	- - -	- - -	1 6 8				
Chorley, Parish - N.S.	*156 0 0	Nov. 21, 1835	3 5 10½	43 10 0	- -	112 10 0	
" - - "	150 0 0	June 18, 1849					
Chorley, St. Peter's N.S.	94 0 0	May 11, 1842					
Chorley, St. Mary's R.C.	- - -	- - -	- -	16 10 0			
Chorlton-cum-Hardy N.S.	150 0 0	Feb. 21, 1846	1 9 7½				
Churchtown and Crossens - N.S.	*108 0 0	Dec. 5, 1838					
Churchtown - B.S.	*35 0 0	Nov. 8, 1837					
Clayton-le-Moors - N.S.	118 0 0	Feb. 23, 1842	2 10 1½				
Clayton-le-Woods - N.S.	40 0 0	May 13, 1846	1 0 11½				
Clitheroe - - R.C.	- - -	- - -	4 0 8½				
Clitheroe, St. James' N.S.	150 0 0	Apr. 14, 1841					
" " - "	160 0 0	Aug. 24, 1843					
Clitheroe Parish - N.S.	*300 0 0	Aug. 15, 1840					
Cockerbrook - - B.S.	*50 0 0	Mar. 10, 1838					
Collyhurst, Boys, Girls, and Infants N.S.	438 0 0	Feb. 1, 1851					
Colne - - N.S.	500 0 0	Sept. 23, 1844	6 14 3½	- -	- -	547 10 0	
Colne (Waterside) N.S.	380 0 0	May 3, 1848	4 9 11½				
Colne, Ch. Ch. - N.S.	150 0 0	May 16, 1842					
Coppull - - N.S.	216 0 0	Sept. 21, 1847	5 6 5½	- -	- -	301 10 0	
Crompton, High - N.S.	284 0 0	June 21, 1848	1 13 4½				
Crosby, Great - N.S.	72 0 0	Oct. 21, 1842					
Crumpsall, Lower - N.S.	494 10 0	May 6, 1851	5 0 0½				
Darwen, Lower - N.S.	*200 0 0	April 5, 1839					
Davyhulme - - Wes.	- - -	- - -	6 4 9				
Deane (at Rumworth) - - N.S.	*50 0 0	Jan. 13, 1838	3 7 8½	106 10 0	- -	186 16 8	3 18 0
" "	70 0 0	Mar. 16, 1842					
Denton, Ch. Ch. - N.S.	400 0 0	Feb. 22, 1848	2 10 6½	75 12 6	- -	151 0 0	
" - - "	100 0 0	Aug. 30, 1848					
Derby, West - - P.U.	- - -	- - -	- -	- -	- -	23 0 0	
Derby West - - N.S.	- - -	- - -	- -	10 16 8			
Didsbury, Endowed N.S.	60 0 0	Dec. 3, 1852	4 14 5½	33 0 10	- -	158 0 0	4 5 0
Downham - - N.S.	*75 0 0	Sept. 19, 1840	2 15 6½	- -	- -	107 5 10	
Droylesden - - B.S.	- - -	- - -	10 0 5	63 15 0	30 0 0	623 1 8	
Eagley Mills - B.S.	- - -	- - -	7 4 3	43 0 0	- -	118 0 0	42 18 0
Eccles (Broomhouse Lane) - - N.S.	- - -	- - -	1 16 8	54 0 0	- -	52 10 0	
Eccles (Weaste Lane), Boys, Girls, and Infants - N.S.	201 0 0	May 4, 1849					
Eccles, St. Mary's, R.C.	- - -	- - -	5 0 0				
Eccleston, St. Thomas' - - N.S.	305 0 0	Dec. 18, 1843					
" " "	20 0 0	Oct. 2, 1846					
Edgeworth - - N.S.	*45 0 0	Sept. 14, 1836					
Elton, All Saints', Boys, Girls, and Infants - N.S.	574 0 0	Oct. 30, 1848					
Ellel or Galgate - N.S.	- - -	- - -	2 3 4	- -	- -	89 6 8	
Ellel or Galgate - B.S.	- - -	- - -	1 4 5½				
Euxton - - - N.S.	*126 0 0	Dec. 27, 1837					
Euxton, St. Mary's R.C.	- - -	- - -	2 10 8½	- -	- -	57 10 0	
Everton, Ch. Ch. - N.S.	- - -	- - -	1 18 0	43 15 0	- -	111 0 0	
Everton and Kirkdale - - N.S.	- - -	- - -	17 14 0	138 0 0	- -	325 14 2	
Everton, St. Peter's N.S.	- - -	- - -	10 0 0	16 10 0	- -	33 0 0	
Everton, St. Chrysostom's (Mill Street) - - N.S.	100 0 0	Dec. 31, 1845	14 19 1½	125 12 6	- -	376 10 0	
Ewood Bridge - N.S.	*70 0 0	Sept. 25, 1839					
Failsworth - - N.S.	*270 0 0	Dec. 16, 1837	6 14 8½	12 10 0	- -	269 10 0	18 0 0
" - - "	7 4 0	Apr. 14, 1851					
" - - "	8 5 0	Sept. 1, 1854					

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	Amount.	Date of Payment.					
CASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
orth, St.							
's - -	*250 0 0	Aug. 13, 1836	2 9 9½	9 3 4	- -	221 15 0	
(near Bolton) N.S.	105 0 0	Dec. 14, 1843					
- - "	100 0 0	July 31, 1849					
orth (near rington) - N.S.	125 0 0	June 13, 1845	5 8 9½	18 8 4	- -	219 15 0	12 17 0
" - "	10 0 0	Aug. 23, 1845					
" - "	35 0 0	Mar. 2, 1846					
Savory and rkshead - N.S.	*60 0 0	Dec. 9, 1835					
- - N.S.	182 0 0	June 27, 1846	2 5 1½				
halgh - - R.C.	- - -	- - -	1 10 0½	- -	- -	2 10 0	
rood, Testi-							
ial - - N.S.	286 0 0	Dec. 13, 1847	8 6 8½	92 10 0	- -	442 7 6	
eton - N.S.	*63 0 0	Dec. 12. 1840					
ng - - N.S.	104 0 0	Sept. 11, 1845	- -	21 10 0			
ng - - R.C.	- - -	- - -	4 15 6½	- -	- -	150 0 0	
ss, St. Swi-							
's - - R.C.	- - -	- - -	2 12 0½				
haw-Booth - N.S.	*234 0 0	June 27, 1838					
haw and eclough - N.S.	117 0 0	May 11, 1847					
rne, Ch. Sch. "	- - -	- - -	- -	8 5 0			
n - - N.S.	*142 0 0	Feb. 9, 1839					
- - - N.S.	*120 0 0	April 1, 1837	3 6 10½				
acre's Moor - N.S.	*165 0 0	July 8, 1837					
gham, All							
ts' - - N.S.	228 0 0	Apr. 29, 1851	11 18 10	164 15 10	40 0 0	665 3 4	40 2 0
gham Eaves N.S.	200 0 0	Jan. 19, 1841	7 2 2	42 17 6	- -	338 11 8	
" - "	200 0 0	Jan. 4, 1844					
" - "	70 0 0	Mar. 18, 1853					
ood - " - N.S.	60 0 0	Nov. 20, 1848	- -	24 0 0	- -	- - -	8 7 0
rell, Dean							
s - - B.S.	- - -	- - -	- -	- -	- -	264 10 0	32 0 0
ll - - N.S.	- - -	- - -	2 10 0	78 15 0	- -	173 15 0	
n - - N.S.	- - -	- - -	1 0 5½	- -	- -	67 10 0	2 0
leton - N.S.	*40 0 0	Nov. 5, 1836					
r, St. John's - N.S.	- - -	- - -	1 15 3½				
rhey - N.S.	- - -	- - -	7 1 10½	35 16 8	- -	204 0 0	
ood, Great - N.S.	*123 0 0	Oct. 13, 1838	2 12 0½				
gden, Boys							
Girls - N.S.	318 2 6	Nov. 11, 1854					
ck - - N.S.	*120 0 0	Sept. 18, 1839	1 18 7				
y, Boys and							
s - - - N.S.	315 0 0	July 23, 1853	8 6 8½				
n Norris,							
Ch. - - N.S.	- - -	- - -	3 2 11½				
's, St. Lowe							
se - - R.C.	- - -	- - -	10 0 0				
's, Saint							
reflat) - - N.S.	- - -	- - -	3 10 0½	- -	- -	32 10 0	
's, Saint (Cow-							
) Charity,							
s, Girls, and							
nts - - B.S.	265 0 0	Jan. 20, 1847					
's Saint, Par							
nt, Girls and							
nts - - N.S.	133 13 4	Nov. 21, 1854					
Houses and							
den - - N.S.	*75 0 0	July 28, 1841					
ood, St. James',							
s and Girls - N.S.	*360 0 0	Dec. 29, 1838	- -	- -	- -	3 6 8	
" " "	15 0 0	Mar. 28, 1854					
" " "	3 15 0	Sept. 1, 1854					
ood, St. James',							
dy Hill - N.S.	180 0 0	Apr. 1, 1843	7 18 6½				
" - "	50 0 0	Apr. 10, 1840					
ood, St. Luke's							
unt Street),							
s and Girls - N.S.	220 0 0	July 19, 1841					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Heywood, Queen Street - - Wes.	- - -	- - -	1 4 9	- -	- -	1 13 4	
Heywood, St. Luke's (York Street) - N.S.	*78 0 0	Nov. 19, 1836	20 6 4½	110 6 8	- -	583 0 0	
" " - "	28 0 0	Oct. 21, 1842					
" " - "	14 0 0	Sept. 11, 1850					
" " - "	25 0 0	Sept. 15, 1851					
Heywood, Gt. Bank Mills, Evening School - -	- - -	- - -	2 0 0½				
Higham - - N.S.	*50 0 0	June 6, 1838	0 11 5½				
Hoddesden - - N.S.	171 0 0	Aug. 23, 1853	5 7 0				
Hollingwood - N.S.	*180 0 0	Oct. 27, 1838					
Hoole - - N.S.	200 0 0	Oct. 23, 1851					
Hornby - - N.S.	- - -	- - -	1 13 4				
Houghton, West - N.S.	43 0 0	June 19, 1841					
Hulme, Holy Trinity - - N.S.	*208 0 0	Dec. 9, 1840	14 19 3½	111 13 4	25 0 0	412 16 8	
Hulme, St. George's N.S.	- - -	- - -	- - -	- - -	- - -	12 18 4	
Hurst - - N.S.	384 0 0	Jan. 9, 1849					
Hurst - - B.S.	- - -	- - -	10 4 2½	70 16 8	- -	270 10 0	23 15 0
Hurst Green - N.S.	60 0 0	Oct. 11, 1843	1 1 0½				
Hurst Green - R.C.	- - -	- - -	6 7 5	- -	- -	156 5 0	
Ince, St. Catherine's, Boys and Girls - N.S.	419 12 6	July 12, 1851	5 1 8	4 3 4	- -	15 0 0	
Ince Blundell - R.C.	- - -	- - -	3 14 10	- -	- -	43 6 8	
Inskip - - N.S.	80 0 0	Sept. 13, 1848	4 12 8½	- -	- -	177 18 4	
" "	8 0 0	Nov. 7, 1848					
Irlams o'the Height " B.S.	- - -	- - -	5 3 1	36 5 0	- -	66 10 0	14 8 0
Irwell or Bury (Peel Street) - - N.S.	*225 0 0	Oct. 28, 1837	1 8 6½	43 6 8	- -	131 6 8	
" " - "	75 0 0	Jan. 28, 1848					
" " - "	3 3 0	Apr. 14, 1848					
Kersall, St. Paul's, N.S.	- - -	- - -	- - -	11 13 4			
Kirkby - - N.S.	- - -	- - -	1 10 1½	20 11 8	- -	15 0 0	
Kirdale, Industrial P.U.	- - -	- - -	- - -	- - -	- -	326 11 8	
Kirkdale, St. Mary's N.S.	150 0 0	May 28, 1845	4 8 8	45 0 0			
Kirkham, Boys - N.S.	- - -	- - -	3 10 3½	- -	- -	31 10 0	
Knowsley - - N.S.	- - -	- - -	- -	107 14 2	- -	15 0 0	7 16 0
Lancaster, St. Thomas' N.S.	800 0 0	Sept. 16, 1847	4 6 2½	66 0 0	- -	231 10 0	
" " - "	4 5 0	Apr. 14, 1848					
" " - "	66 13 4	Feb. 28, 1853					
Lancaster Parish, Boys - - - N.S.	- - -	- - -	15 12 8½	40 0 0	- -	485 0 0	
Lancaster - - B.S.	*150 0 0	July 23, 1835	9 15 11	- -	- -	423 18 4	
" - - "	11 11 11	July 18, 1854					
Lancaster - - R.C.	- - -	- - -	5 15 8½	51 10 0	- -	139 3 4	
Lathom, St. James' N.S.	26 0 0	Oct. 17, 1851	1 1 9½				
Lees, Zion - - B.S.	- - -	- - -	12 11 4	- -	- -	462 13 4	
Leigh, Union Street N.S.	325 0 0	Jan. 11, 1841	2 7 6½	70 0 0	- -	161 11 8	
Leigh (Lately Common) - - - N.S.	45 0 0	Nov. 20, 1841					
Leigh - - - Wes.	- - -	- - -	- - -	43 1 8	- -	127 12 6	
Lever, Little, Mixed N.S.	209 0 0	June 1, 1854					
Leyland - - N.S.	*232 0 0	Jan. 19, 1839	1 18 8	10 0 0	- -	32 18 4	
" - - "	70 0 0	Oct. 17, 1845					
Lindale-in-Cartmel N.S.	*50 0 0	May 16, 1838					
Lindale-in-Marton N.S.	- - -	- - -	4 6 8				
Litherland - - R.C.	- - -	- - -	2 19 2½	12 0 0	- -	122 10 0	11 2 0
Littleborough - N.S.	170 0 0	Jan. 23, 1846					
Liverpool - - P.U.	- - -	- - -	- - -	- - -	- -	6 0 10	
Liverpool, Brunswick (Prescot Street) - Wes.	- - -	- -	1 14 0	15 0 0	- -	80 0 0	
Liverpool, Harrington - - - B.S.	- - -	- -	8 11 6	182 15 10	- -	1,352 6 8	

ne and ination of hool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
IIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hiber- - B.S.	268 0 0	Jan. 29, 1852	15 0 10½	100 10 0	48 6 8	932 5 7	
„ „	150 0 0	Jan. 17, 1853					
Hope - B.S.	- - -	- - -	12 0 7½	71 15 10	25 0 0	560 0 0	
Jordan - Wes.	- - -	- - -	12 7 2½	151 1 8	- -	729 13 4	
Moorfields, rity, Boys s - N.S.	- - -	- - -	9 3 5½	58 5 0	- -	190 7 6	
North - N.S.	92 6 8	Sept. 6, 1853	10 3 7½	36 1 8	8 6 8	976 15 10	
South llis Street) Girls - N.S.	- - -	- - -	13 7 11½	153 0 0	- -	635 5 0	
All Saints' N.S.	854 13 4	Jan. 10, 1854	10 5 5½				
St. Andrew's N.S.	- - -	- - -	3 10 6	98 9 2	- -	159 5 10	
St. Anne's, ill), Boys, d Infants, R.C.	700 0 0	Dec. 16, 1852	10 8 5	24 18 4	- -	83 10 0	
St.Anthony's R.C.	- - -	- - -	4 15 4	- -	- -	610 10 0	
St-Augus- ys, Girls, its - N.S.	*300 0 0	Apr. 15, 1835					
„ - „	951 15 0	July 1, 1853	16 13 4½	140 0 0	30 0 0	704 0 0	
St. Bar- - N.S.	731 0 0	Apr. 17, 1845	11 11 1½	21 17 6	- -	241 15 0	
„ - „	20 0 0	Nov. 7, 1848					
St. Bar- 's (Nay-) - N.S.	328 0 0	Nov. 28, 1843	5 2 0	57 1 8	- -	761 0 0	
„ - „	6 0 0	Dec. 6, 1849					
„ - „	23 0 0	Nov. 21, 1854					
St. Bride's, rls, and - N.S.	*625 0 0	July 26, 1837	7 4 8	36 5 0	- -	459 16 8	
St. Cathe- ys, Girls, - N.S.	*200 0 0	Apr. 13, 1837					
Ch. Ch., rls, and - N.S.	*337 0 0	June 29, 1839	21 5 10½	183 2 6	- -	1,313 1 8	
„ - „	17 6 8	Nov. 26, 1852					
St. Francis oys, Girls, ts - R.C.	800 0 0	Dec. 14, 1854					
St. He- - R.C.	- - -	- - -	- -	- -	- -	68 0 0	
t. James', Park), ls, and - N.S.	250 0 0	July 16, 1849	12 11 9	90 10 0	- -	412 5 0	
„ - „	39 13 4	Dec. 1, 1853					
it. John's, ls, and - N.S.	312 10 0	Dec. 17, 1851					
t John's, Park), ls, and - N.S.	*450 0 0	Dec. 29, 1838					
t. Jude's, ll) - N.S.	- - -	- - -	2 11½	12 7 6	- -	193 10 0	
t. Luke's, ls, and - N.S.	*190 0 0	July 22, 1838	11 5½	146 11 8	- -	468 17 6	
„ - „	12 12 0	July 18, 1854					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Liverpool, St. Mark's N.S.	- - -	- - -	5 0 8½	157 3 4	- -	379 0 0	
Liverpool, St. Martin's N.S.	650 0 0	July 26, 1845	5 17 0½	88 10 0	- -	386 5 0	
Liverpool, St. Mary's, (Raye Street) - R.C.	- - -	- - -	14 4 9½	43 6 8	- -	391 0 0	
Liverpool, St. Mary's, (Edge Hill) - N.S.	- - -	- - -	7 6 5½	170 10 0	- -	656 12 6	
Liverpool, St. Nicholas' R.C.	- - -	- - -	17 19 5½	- -	- -	496 10 0	
Liverpool, St. Oswald's R.C.	- - -	- - -	6 19 8	- -	- -	175 10 0	
Liverpool, St. Paul's, (Prince's Park) N.S.	- - -	- - -	6 12 8½	153 2 6	- -	291 0 0	
Liverpool St. Peter's, R.C.	- - -	- - -	10 17 2	- -	- -	55 0 0	
Liverpool, St. Saviour's N.S.	- - -	- - -	2 12 7½				
Liverpool, St. Simon's N.S.	- - -	- - -	- -	10 0 0			
Liverpool, St. Thomas', (Toxteth Park) - N.S.	615 0 0	Aug. 6, 1846	12 17 11	99 11 8	- -	520 0 0	
Liverpool, St. Thomas' and St. William's, (Blackstock Street) R.C.	- - -	- - -	8 2 5	55 13 4			
Liverpool, St. Thomas', (Mount Vernon Street), R.C.	10 0 0	Mar. 11, 1854	14 18 0	- -	- -	355 10 0	
Liverpool, Windsor, St. Clement's - N.S.	240 0 0	Nov. 22, 1843	7 1 9½	113 8 4	- -	399 6 8	
" " - "	50 0 0	Feb. 3, 1849					
" " - "	30 0 0	Sept. 18, 1854					
Longsight - - N.S.	157 10 0	Dec. 11, 1851	2 18 2				
Lytham, St. John's, Boys, Girls, and Infants - - N.S.	184 10 0	Jan. 15, 1852	4 0 0½				
" " - "	92 17 6	April 5, 1853					
Lytham, St. Peter's R.C.	- - -	- - -	3 6 8				
Maghull - - N.S.	80 0 0	Dec. 15, 1841	1 17 9½				
Manchester, All Souls' N.S.	364 0 0	Jan. 19, 1846	7 0 3½	30 0 0	- -	120 0 0	
Manchester, Ancoats Chalmers' (Mill Street) Presbyterian -	- - -	- - -	8 10 0	18 10 0	- -	58 0 0	
Manchester, Ancoats Lyceum, Factory B.S.	- - -	- - -	8 15 0				
Manchester, Ancoats, St. Andrew's - N.S.	*300 0 0	Aug. 9, 1837	5 7 8½	86 0 0	- -	194 11 8	
" " - "	20 0 0	July 30, 1846					
" " - "	100 0 0	June 26, 1849					
" " - "	49 0 0	Nov. 4, 1851					
Manchester Cathedral, Boys and Girls - N.S.	- - -	- - -	6 17 10½	169 1 8	- -	336 10 0	
Manchester Cathedral, Charity, Ch. Sch.	- - -	- - -	2 1 5	25 0 0	- -	32 10 0	
Manchester (Cheetham Hill) - - Wes.	- - -	- - -	7 1 10½	63 15 0	- -	427 16 8	
Manchester (Cheetham Hill Road) Jews' Sch.	- - -	- - -	4 6 8	8 13 4	- -	16 3 4	
Manchester, Chorlton-on-Medlock (Grosvenor Square), Presbyterian - - -	221 0 0	April 5, 1854	11 13 4½	8 0 0	- -	278 10 0	
Manchester, Church Teachers' Institution -	- - -	- - -	2 5 10½				
Manchester (Collegiate District) - N.S.	*400 0 0	Aug. 24, 1836					
Manchester (Granby Row) - - - N.S.	200 0 0	Mar. 31, 1845	8 6 8½	104 0 0	- -	273 12 6	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Manchester (Lower Moseley Street) - B.S.	*420 0 0	Jan. 22, 1837	19 5 0	132 2 6	- -	1,261 10 10	
" - - "	*400 0 0	Jan. 9, 1839					
Manchester (Marshall Street) - B.S.	- - -	- - -	8 8 5	44 0 0	- -	857 0 0	
Manchester, Miles Platting (Argyle Street) - - B.S.	- - -	- - -	9 17 11	57 0 0	- -	406 0 0	
Manchester, New Jerusalem Church School - - -	- - -	- - -	24 11 0½	- -	- -	860 13 4	
Manchester (Rusholme Road) - Wes.	- - -	- - -	11 7 0½	208 7 6	- -	638 2 6	
Manchester, St. Ann's N.S.	500 0 0	Dec. 18, 1841	4 9 11	190 15 0	- -	315 8 4	
" " - "	71 0 0	Sept. 5, 1850					
Manchester, St. Barnabas' - - N.S.	500 0 0	Nov. 18, 1853	7 17 0½	79 11 8	- -	958 11 8	
" " - "	5 18 8	Nov. 7, 1848					
Manchester, St. Chad's (Cheetham Hill) - R.C.	620 0 0	Aug. 10, 1852	8 3 4	59 5 0	- -	270 5 0	
Manchester, St. James' N.S.	700 0 0	Apr. 3, 1846	10 15 0½	8 6 8	- -	257 11 8	
Manchester, St. John's N.S.	- - -	- - -	21 15 8¼	38 15 0	- -	475 1 8	
Manchester, St. Jude's, Boys and Girls - - - N.S.	- - -	- - -	6 8 0	21 5 0	- -	109 10 0	
Manchester, St. Mark's (Cheetham Hill) N.S.	215 0 0	Dec. 5, 1843	2 19 5¼	73 10 0			
Manchester, St. Michael's - - N.S.	418 0 0	Mar. 22, 1842					
" - "	300 0 0	Dec. 13, 1844					
Manchester, St. Patrick's - - R.C.	- - -	- - -	8 4 9	- -	- -	401 0 0	
Manchester, St. Philip's (Bradford Road), Boys, Girls, and Infants, Ch. of E.	764 0 0	Jan. 8, 1852	- -	6 13 4			
Manchester, St. Thomas', (Redbank) N.S.	531 0 0	May 29, 1848	6 19 1¼	168 5 0	- -	668 12 6	
Manchester, St. Saviour's, (Chorlton on Medlock) - N.S.	380 0 0	Dec. 31, 1852	7 0 0	69 6 8	- -	704 3 4	
Manchester, St. Silas' - - - N.S.	612 0 0	Sept. 27, 1845					
Manchester, St. Wilfred's - - R.C.	- - -	- - -	9 0 0½	- -	- -	44 2 6	
Marsden, Great - N.S.	250 0 0	Apr. 5, 1849	5 3 4½	17 10 0	- -	98 0 0	16 1 0
Marsden, Little - N.S.	*100 0 0	Apr. 22, 1835					
" - - "	6 19 0	July 20, 1847					
Mawdsley - - N.S.	85 0 0	Oct. 17, 1844					
Mayfield - - B.S.	- - -	- - -	- -	111 15 0	- -	345 14 2	
Mellor Brook - N.S.	*110 0 0	June 29, 1836					
Michael's, St., on Wyre - - - N.S.	- - -	- - -	3 6 2½	43 0 0	- -	210 0 0	10 8 0
Micklehead Green - B.S.	- - -	- - -	2 4 0½	23 15 0	- -	108 6 8	
Middleton (Mixed) N.S.	200 0 0	April 21, 1843	2 1 4	49 10 0			
Middleton, Infants N.S.	- - -	- - -	4 3 6				
Middleton, Barrowfields, Infants - N.S.	135 0 0	Aug. 29, 1845	1 16 7½	- -	- -	31 0 10	
Milnrow - - - N.S.	200 0 0	May 24, 1811	5 18 3¼				
Milnrow - - - B.S.	90 0 0	Jan. 11, 1840					
" - - - "	8 19 8	May 21, 1846					
Mossley, Boys and Girls, N.S.	315 0 0	Nov. 1, 1842					
" - - "	150 0 0	Dec. 16, 1844					
Moston - - - N.S.	174 0 0	Feb. 28, 1845					
Musbury (Hollin Bank) - - - N.S.	- - -	- - -	3 15 4				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistan Teacher	Grants on account of Pupil-teachers.	Capitation Grants.
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newton Heath, All Saints', (No. 1), Boys, Girls, and Infants - N.S.	907 13 4	Dec. 30, 1854					
Newton Heath, All Saints', (No. 2) - N.S.	240 0 0	Feb. 15, 1845					
" " - "	14 6 8	Oct. 20, 1854					
Oakenrod, Evening Sch.	- - -	- - -	5 10 1				
Oldham, St. Mary's N.S.	1,000 0 0	Feb. 3, 1844					
Oldham, St. Peter's, Boys, Girls, and Infants - - N.S.	*588 0 0	Oct. 1, 1836					
" " - "	650 0 0	July 23, 1844					
Oldham - - B.S.	*254 0 0	Sept. 11, 1834					
Oldham (St. Domingo Street) - Wes.	- - -	- - -	8 10 0	47 10 0	- -	307 0 10	
Openshaw - - N.S.	138 10 0	Oct. 14, 1854	4 14 3½	12 7 6	- -	2 10 0	
Ormskirk - - N.S.	- - -	- - -	- -	36 10 0	- -	51 16 8	
Ormskirk, United Charity, Boys, Girls, and Infants N.S.	292 3 4	Nov. 1, 1854	7 0 7½	74 5 0	- -	196 0 0	
Orrel - - - R.C.	- - -	- - -	2 0 0				
Oswaldtwisle (Cabin End) - - N.S.	*120 0 0	June 23, 1837	3 11 6	15 0 0	- -	157 15 10	
Oswaldtwisle (New Lane) - - - N.S.	- - -	- - -	2 1 8½	- -	- -	114 10 0	
Oswaldtwistle (Daisey Green) - - N.S.	*96 0 0	Feb. 2, 1839					
Padgate - - N.S.	150 0 0	May 1, 1844					
Parr, St. Peter's - N.S.	300 0 0	Sept. 9, 1844					
" " - "	50 0 0	Nov. 3, 1844					
" " - "	36 16 8	Oct. 31, 1854					
Patricroft (Mechanics' Institute) - B.S.	300 0 0	Mar. 16, 1849	6 14 3½	128 0 0	- -	357 1 8	15 10 0
" " - "	26 2 8	Aug. 27, 1849					
Peasley, Infants, Ch. of E.	90 0 0	July 24, 1854					
Pemberton - - N.S.	136 0 0	Mar. 2, 1842					
Pemberton, Goose Green - - - N.S.	*30 0 0	Apr. 5, 1838					
Pendlebury - - N.S.	270 0 0	May 13, 1846	2 16 4	25 0 0	- -	180 18 4	
Pendleton, St. Thomas' - - N.S.	*60 0 0	Aug. 26, 1837	2 19 1	91 6 8	- -	79 3 4	
Pilkington, Park Lane - - - B.S.	- - -	- - -	6 15 0½	- -	- -	298 10 0	24 1 0
Prescot, St. Mary's R.C.	- - -	- - -	5 16 8				
Preston, All Saints', Boys, Girls, and Infants - - N.S.	466 5 0	Nov. 28, 1854					
Preston, Central - N.S.	- - -	- - -	12 9 8½	65 0 0	- -	270 5 0	
Preston, Ch. Ch. - N.S.	*105 0 0	Dec. 5, 1835	7 19 1½	43 7 6	- -	289 16 8	
Preston (Croft St.) Wes.	- - -	- - -	3 9 7½	21 13 4	- -	52 10 0	
Preston, Holy Trinity - - - N.S.	605 0 0	Dec. 23, 1845	11 11 9½	60 5 0	- -	228 19 2	
" " - "	35 6 8	Oct. 5, 1849					
Preston, St. Augustine's - - - R.C.	- - -	- - -	5 2 6½	22 0 0	- -	317 11 8	
Preston, St. Ignatius' - - - R.C.	- - -	- - -	12 4 7½	- -	- -	161 17 6	
Preston, St. James' N.S.	459 0 0	Sept. 20, 1850	2 0 0	- -	- -	15 0 0	
Preston, St. Mary's, Boys, Girls, and Infants - - N.S.	*250 0 0	Jan. 24, 1838	4 0 0	11 18 4	- -	29 0 0	
" " - "	154 0 0	Sept. 2, 1847					
Preston, St. Paul's - N.S.	- - -	- - -	20 11 11½	198 16 8	- -	933 0 0	
Preston, (2nd), St. Paul's, Infants - N.S.	184 0 0	May 31, 1854					
Preston, St. Peter's N.S.	- - -	- - -	3 15 0	24 18 4	- -	63 0 0	
Preston, (Talbot), Boys, Girls, and Infants - - R.C.	- - -	- - -	4 0 0½	- -	- -	3 6 8	

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Preston (Walker Street) - - R.C.	- - -	- - -	8 0 0½	37 10 0	- -	36 10 0	
Preston, St. Wilfred's (Fox Street) - R.C.	- - -	- - -	14 16 5½	59 2 6	- -	295 10 0	
Quernmore - - N.S.	*35 0 0	Mar. 21, 1838	3 5 4	19 3 4	- -	- - -	9 12 0
" - - "	92 5 0	Dec. 23, 1852					
Rooden Lane (Manchester) Mixed - B.S.	250 0 0	Dec. 18, 1854	5 12 0½	84 0 0	- -	47 14 2	
Radcliffe - - N.S.	*405 0 0	July 31, 1839	- -	65 0 0			
Radcliffe Close, Boys and Girls - - Wes.	130 0 0	Aug. 4, 1853	8 19 7½	49 10 0	- -	201 0 0	19 0 0
Rainford, near Crank Hill, Mixed - N.S.	117 0 0	Dec. 28, 1852					
Rainford, St. Helen's, Boys, Girls, and Infants - N.S.	149 5 0	Sept. 5, 1850	3 13 3½	31 17 6			
" " - "	30 0 0	Dec. 31, 1850					
" " - "	30 0 0	May 5, 1852					
Rainhill - - N.S.	100 0 0	May 5, 1841	- -	25 0 0	- -	78 13 0	7 17 0
" - - "	75 0 0	Mar. 16, 1849					
Rainhill - - R.C.	- - -	- - -	3 9 0	78 6 8	- -	52 10 0	7 4 0
Ravenhead (Plate Glass Company's) B.S.	- - -	- - -	3 9 8½	25 0 0	- -	190 10 0	
Rawcliffe Hall - N.S.	- - -	- - -	- -	- -	- -	48 6 8	
Rawtenstall - - N.S.	*200 0 0	June 29, 1839					
Risley, Boys and Girls - Presbyterian	105 0 0	Feb. 5, 1852	1 19 11½	39 17 6			
Read - - - N.S.	*60 0 0	Dec. 19, 1838					
Rochdale - - N.S.	100 0 0	Mar. 1, 1841	2 7 8½	97 10 0	55 0 0	410 6 8	
" - - "	50 0 0	Jan. 31, 1845					
" - - "	38 0 0	May 9, 1854					
Rochdale - - B.S.	*250 0 0	Jan. 31, 1838					
Rochdale - - Wes.	- - -	- - -	4 3 4½	12 0 0	- -	1 13 4	
Rochdale, St. John's R.C.	- - -	- - -	2 3 4				
Ryecroft - - B.S.	- - -	- - -	- -	30 16 8	- -	57 0 0	
Salesbury, Boys and Girls - - - N.S.	240 0 0	July 14, 1852					
Salford, St. Mathias' N.S.	500 0 0	Aug. 24, 1842	2 9 1	91 16 8	- -	399 1 8	
" " - "	20 0 0	July 30, 1846					
Salford, Ch. Ch. - N.S.	- - -	- - -	10 18 9½	192 4 0	- -	670 0 0	
Salford (Great George Street) Model - N.S.	- - -	- - -	18 10 0½	237 0 0	- -	855 18 4	
Salford, St. Bartholomew's - - N.S.	400 0 0	Mar. 22, 1844	10 4 11½	120 15 0	- -	312 15 0	
" " - "	17 0 0	Apr. 17, 1850					
Salford - - - B.S.	*200 0 0	Sept. 4, 1839					
" - - - "	50 0 0	Feb. 19, 1840					
Salford, Scotch Presbyterian	- - -	- - -	7 8 3	138 0 0	- -	398 18 4	
Salford, New Jerusalem Church - - -	- - -	- - -	4 3 4½	14 3 4	- -	123 10 0	
Salford (Broughton Road) - - Wes.	- - -	- - -	13 7 0½	73 6 8	- -	208 0 0	
Salford, St. John's - R.C.	- - -	- - -	2 6 4				
Samlesbury - - N.S.	*120 0 0	Oct. 16, 1837	1 16 8½				
Satterthwaite and Rusland - - N.S.	100 0 0	Feb. 13, 1850	-	72 10 0	- -	23 15 0	
Scarisbrick, Ch. Sch. -	- - -	- - -	1 0 0½	19 0 0	- -	32 10 0	
Scorton - - - B.S.	- - -	- - -	2 18 4	- -	- -	165 16 8	10 9 0
Scotforth - - N.S.	50 0 0	Dec. 28, 1846					
Seaforth - - N.S.	- - -	- - -	- -	30 0 0			
Sharples (Messrs. Ashworths') - B.S.	- - -	- - -	2 0 8½	38 15 0	- -	187 16 8	13 13 0
Shaw - - - N.S.	*200 0 0	Oct. 23, 1839	3 1 7				
Shaw - - - Wes.	- - -	- - -	5 0 0½				
Shuttleworth - N.S.	200 0 0	Feb. 15, 1849	3 10 8½				
Skerton, Girls and Infants - - N.S.	*120 0 0	Nov. 4, 1837	2 14 7½				
" " - "	30 0 0	June 1, 1849					
" " - "	18 0 0	Oct. 2, 1852					
" " - "	100 0 0	Nov. 4, 1854					

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LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Smallbridge, St. John's - - N.S.	*200 0 0	Jan. 30, 1839	6 2 3	111 5 0	- -	237 11 8	25 8 0
Smithill's Deane - N.S.	60 0 0	Feb. 10, 1843					
Southport, Ch. Ch., Boys, Girls, and Infts. N.S.	*57 0 0	Mar. 14, 1838					
" " "	315 0 0	Nov. 8, 1854					
Southport - - B.S.	*60 0 0	Jan. 8, 1856					
Southport, St. Mary's R.C.	- - -	- - -	1 0 0				
Southshore - - N.S.	80 0 0	Nov. 17, 1846					
Spotland - - N.S.	*163 0 0	Oct. 28, 1837	3 11 4½				
" - - "	13 19 11	Feb. 27, 1846					
" - - "	13 12 6	April 12, 1848					
" - - "	3 16 8	Nov. 22, 1853					
" - - "	23 3 0	Nov. 22, 1853					
Stand - - - N.S.	*270 0 0	Jan. 25, 1837					
Standish - - N.S.	- - -	- - -	3 3 4½	6 17 6			
Stanley, St. Anne's N.S.	436 0 0	May 14, 1847	6 1 8				
Staveley-in-Cartmel, Endowed Ch. Sch.	32 0 0	July 29, 1848					
Stonefield - - N.S.	*60 0 0	Jan. 18, 1837					
Stretford - - N.S.	370 0 0	Nov. 5, 1845	- -	132 0 0	- -	190 6 8	
Sutton - - - N.S.	- - -	- - -	6 0 0	8 6 8			
Swinton, Industrial P.U.	- - -	- - -	- -	- -	- -	93 0 0	
Symonstone - - N.S.	*52 0 0	Oct. 3, 1840	0 10 8½				
Tarleton - - N.S.	*120 0 0	Aug. 3, 1839					
Tarlton, the Holmes, Boys and Girls - N.S.	166 0 0	Jan. 18, 1848					
Thornham - - N.S.	*100 0 0	Dec. 12, 1840					
Tockholes - - N.S.	50 0 0	Mar. 19, 1846					
Todmorden - - N.S.	500 0 0	Feb. 19, 1845					
Tonge-cum-Alkington N.S.	188 0 0	July 6, 1847					
Tottington - - N.S.	*90 0 0	Feb. 11, 1836	- -	8 15 0	- -	35 16 8	8 8 0
" - - "	*99 0 0	May 28, 1836					
Townley - - R.C.	- - -	- - -	1 0 8	50 0 0	- -	146 0 0	
Toxteth - - B.S.	- - -	- - -	- -	11 0 0			
Trawden - - N.S.	140 0 0	June 9, 1843					
Tunstead - - N.S.	*110 0 0	July 29, 1842	2 14 6½				
Ulneswalton - - N.S.	35 0 0	Dec. 8, 1846					
Ulverstone - - N.S.	*150 0 0	Aug. 2, 1834	- -	18 0 0	- -	4 3 4	
Unsworth - - Wes.	- - -	- - -	4 0 0½	- -	- -	2 10 0	
Unsworth - - N.S.	360 0 0	Aug. 12, 1846	4 5 1½	- -	- -	15 0 0	
" - - "	60 0 0	June 11, 1847					
" - - "	12 0 0	Jan. 25, 1849					
" - - "	20 0 0	Jan. 29, 1851					
Upholland, Girls - N.S.	118 0 0	Mar. 21, 1850	1 16 0½				
Upholland, (Mixed) N.S.	100 0 0	Mar. 21, 1850	1 15 5	22 18 4	- -	31 13 4	13 10 0
" " "	8 5 4	Jan. 18, 1854					
Walkden Moor - N.S.	- - -	- - -	3 2 11½	112 6 8	41 5 0	577 0 0	
Walmersley, Ch. Ch. N.S.	*150 0 0	Feb. 22, 1840	- -	- -	- -	202 5 0	
Walmsley - - N.S.	*200 0 0	June 17, 1840					
" - - "	150 0 0	Dec. 18, 1846					
Walton-le-Dale - N.S.	*300 0 0	May 25, 1836					
Walton-on-the-Hill N.S.	- - -	- - -	1 17 6½	16 10 0	- -	15 0 0	
Wardle - - N.S.	270 0 0	Jan 13, 1844	3 12 0½				
Wargrave - - N.S.	450 0 0	Oct. 9, 1845	6 2 2½	99 12 6	- -	166 14 2	6 10 0
" - - "	45 0 0	Feb. 7, 1846					
" - - "	20 0 0	Aug. 19, 1852					
Warrington, St. Paul's and Trinity - N.S.	360 0 0	Dec. 9, 1853	4 8 0				
Warrington, Par. Model School, Boys - -	*415 0 0	June 28, 1854	10 7 2½	90 15 0	- -	296 0 0	
" " -	*85 0 0	Feb. 6, 1839					
" " -	31 1 0	June 2, 1851					
" Girls - -	574 10 0	May 23, 1850	- -	100 10 0	- -	426 13 4	
" - -	75 0 0	Dec. 17, 1850					
Warrington " - B.S.	235 0 0	Aug. 4, 1841	14 7 5½	129 0 0	- -	763 16 0	
" - - "	66 10 0	July 24, 1851					
" - - "	18 0 0	Oct. 2, 1852.					
" - - "	100 0 0	Nov. 4, 1854.					

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	Amount.	Date of Payment.					
LANCASHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Warrington, St. Alban's - - R.C.	- - -	- - -	6 7 6½	- -	- -	1 13 4	
Waterhead, Boys, Girls, and Infants, N.S.	187 13 4	Mar. 14, 1854					
Waterloo, Ch. Ch. N.S.	106 0 0	Jan. 2, 1842	2 18 11	20 0 0	- -	173 10 10	
" " - "	105 0 0	Sept. 17, 1851					
Wavertree, Infants B.S.	- - -	- - -	1 12 6½	50 16 8	- -	149 0 0	
Wensley Fold - N.S.	210 0 0	Apr. 25, 1845	4 5 4				
" - - "	35 0 0	May 1, 1848					
Whalley - - N.S.	*40 0 0	May 18, 1836					
" - - "	183 0 0	Apr. 1, 1847					
Wheelton - - N.S.	50 0 0	Feb. 8, 1844	1 7 11				
Whittington - N.S.	- - -	- - -	- -	44 5 0	- -	175 0 0	
White Coppice - N.S.	45 0 0	Aug. 15, 1844	1 6 8				
" - - "	30 0 0	Oct. 2, 1844					
Whittle-le-Woods N.S.	*53 0 0	Dec. 20, 1834	1 2 2				
Widnes Dock - N.S.	30 0 0	Mar. 31, 1841	0 16 7½				
Wigan, St. Thomas', Boys and Girls - N.S.	360 0 0	May 12, 1847	11 5 0½				
Wigan, St. George's N.S.	*306 0 0	Nov. 7, 1839					
Wigan, St. Catherine's, N.S.	*450 0 0	July 18, 1835					
Wigan (Mixed) Presbyterian	90 0 0	Sept. 1, 1852	1 0 0				
Wigan, St. Mary's - R.C.	- - -	- - -	1 10 0				
Wigan, St. Patrick's R.C.	- - -	- - -	1 0 2				
Wigan, St. John's - R.C.	38 0 0	Nov. 16, 1854	10 13 4	25 0 0	- -	244 2 6	
Withington - - N.S.	100 0 0	Dec. 18, 1841	1 1 9	21 0 0	- -	190 3 4	
" - - "	2 5 8	Apr. 14, 1848					
Withnell Mill - Wes.	- - -	- - -	2 19 8	23 7 6	- -	- - -	12 11 0
Witton, St. Mark's N.S.	204 0 0	Jan. 13, 1846					
Woolton - - N.S.	300 0 0	Aug. 31, 1848					
Woolton, Little - N.S.	110 0 0	May 8, 1845					
" - - "	27 0 0	Aug. 23, 1845					
Worsley - - N.S.	- - -	- - -	5 16 11	115 18 4	- -	493 5 0	
Yealand Conyers - N.S.	76 0 0	Nov. 3, 1841					
LEICESTERSHIRE.							
Appleby - - B.S.	10 0 0	Feb. 5, 1842					
Ashby-de-la-Zouch N.S.	*250 0 0	Nov. 22, 1837					
" " - "	5 18 0	Apr. 17, 1850					
Aylestone - - N.S.	75 0 0	Feb. 10, 1845					
Bardon Park - B.S.	- - -	- - -	2 9 4½	- -	- -	173 15 0	
Barkstone - - N.S.	- - -	- - -	- -	39 11 8	- -	75 0 0	2 3 0
Belgrave - - N.S.	*60 0 0	Feb. 5. 1840	- -	- -	- -	- - -	11 2 0
Belton - - N.S.	82 0 0	Feb. 15, 1844					
Blaby - - - N.S.	3 13 6	Sept. 1, 1849	- -	- -	- -		4 15 0
" - - "	125 0 0	Dec. 12, 1849					
Blackfordby - N.S.	20 0 0	Dec. 6, 1844					
Bowden, Great - N.S.	*60 0 0	Mar. 13, 1839					
Branstone and Eaton, N.S.	70 0 0	Jan. 14, 1845					
Broughton Astley N.S.	95 0 0	Dec. 8, 1847	1 6 2½	- -	- -	- - -	1 10 0
Buckminster - N.S.	40 0 0	Apr. 15, 1842					
Burbage - - N.S.	- - -	- - -	2 0 0	78 3 4	- -	95 0 0	8 14 0
Burbage - - Wes.	- - -	- - -	1 0 8				
Coalville - - N.S.	*70 0 0	Dec. 24, 1839					
" - - "	4 0 0	Sept. 9, 1846					
Croxton Keyrial - N.S.	75 0 0	June 13, 1845					
Dalby, Old - - B.S.	- - -	- - -	3 3 0½	51 5 0	- -	166 10 0	
Gilmorton - - N.S.	- - -	- - -	1 3 1	- -	- -	- - -	7 0 0
Griffydam, Mixed and Infants - Wes.	349 16 8	July 13, 1854	1 18 8				
Harborough, Market N.S.	*100 0 0	Sept. 1836 -	- -	32 10 0	- -	- - -	5 10 0
" " - "	60 0 0	May 13, 1843					
Harborough, Market B.S.	*205 0 0	Jan. 12, 1839					

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	Amount.	Date of Payment.					
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harby - - - N.S.	- - -	- - -	1 13 4				
Hathern - - N.S.	254 0 0	May 3, 1850 -	4 7 7	51 5 0	- -	143 15 0	
Heather - - N.S.	40 0 0	Jan. 13, 1846					
Higham-on-the-Hill N.S.	*46 0 0	Dec. 26, 1838					
Hinckley, Holy Trinity, Boys and Girls - - - N.S.	220 0 0	Dec. 6, 1848 -	4 15 7	- -	- -	10 16 8	
Hose - - - N.S.	80 0 0	May 6, 1846					
Hugglescote - - N.S.	*51 0 0	Mar. 3, 1838					
Ibstock - - - N.S.	- - -	- - -	- -	16 5 0	- -	30 12 6	
Ibstock - - - B.S.	81 0 0	Apr. 26, 1848	2 19 6	- -	- -	169 16 8	15 0 0
" - - -	40 0 0	Aug. 17, 1852					
Kegworth - - N.S.	133 0 0	Jan. 8, 1840 -	1 7 10½	45 0 0			
Kibworth-Beauchamp - - N.S.	115 0 0	July 4, 1843	- -	71 0 0	- -	261 6 8	9 0 0
Kilworth, South - N.S.	*40 0 0	May 23, 1835	2 0 8½				
" - - -	41 0 0	Dec. 15, 1851					
Knighton - - N.S.	45 0 0	Feb. 16, 1841	1 19 11½				
Knipton - - N.S.	- - -	- - -	1 13 4	- -	- -	4 3 4	
Leicester, Ch. Ch. - N.S.	152 8 4	May 29, 1841	6 18 3½	87 16 8	- -	209 10 0	
Leicester (Curzon Street), Boys, Girls, and Infants - N.S.	237 3 4	Jan. 28, 1853	4 7 2½	- -	- -	4 3 4	
Leicester, St. Margaret's - - N.S.	*425 0 0	Oct. 24, 1835					
Leicester, St. Nicholas', Central - N.S.	- - -	- - -	- -	58 5 0	- -	282 0 0	
Leicester (Hill Street) Boys and Girls - B.S.	*750 0 0	Dec. 13, 1834	8 6 8	- -	- -	195 0 0	
Leicester, Infants - B.S.	*100 0 0	May 30, 1838					
Leicester, Great Meeting Day - B.S.	- - -	- - -	7 18 4½	49 10 0	- -	195 15 0	
Loughborough, Emanual, Infant N.S.	150 0 0	Apr. 13, 1854					
Loughborough - Wes.	- - -	- - -	5 18 3½	- -	- -	229 16 8	
Melton Mowbray, Free, Boys and Girls - - - N.S.	20 0 0	May 22, 1852	4 19 5	103 8 4	- -	281 0 0	
Melton Mowbray, Infant, Church School - -	100 0 0	Mar. 11, 1854					
Oadby - - - N.S.	220 0 0	Aug. 26, 1848					
Queniborough, Boys and Girls - - N.S.	85 0 0	Dec. 4, 1848					
Quorndon - - N.S.	*48 0 0	May 10, 1837	- -	- -	- -	- - -	4 4 0
" - - -	12 0 0	Apr. 15, 1847					
Redmill - - - N.S.	- - -	- - -	1 0 9				
Rothley - - N.S.	*69 0 0	Sept. 11, 1839	2 18 4	17 10 0	- -	30 8 4	
" - - -	17 3 4	Apr. 12, 1853					
Scalford - - - N.S.	20 0 0	Apr. 6, 1846	1 9 1				
Sharnford - - N.S.	70 0 0	May 11, 1846	- -	- -	- -		1 16 0
Sheepshed - - N.S.	*200 0 0	Nov. 25, 1837	3 2 2	77 4 2	- -	428 7 6	12 6 0
" - - -	17 0 0	Jan. 2, 1850					
Sheepy - - - N.S.	108 0 0	Mar. 9, 1848	- -	- -	- -	- - -	5 5 0
Stapleton - - N.S.	75 0 0	Mar. 25, 1848					
Stoke Golding - N.S.	40 0 0	Dec. 10, 1842					
Stonesby - - N.S.	1 4 0	Apr. 7, 1854					
Swepstone - - N.S.	40 0 0	Nov. 7, 1844					
Thringstone - - N.S.	52 10 0	July 10, 1844					
Thurmaston - - N.S.	125 0 0	May 30, 1845	1 8 4½				
" - - -	15 0 0	July 30, 1846					
Twyford - - N.S.	54 0 0	Mar. 26, 1846					
Twyford - - Wes.	- - -	- - -	1 13 4				
Waltham-on-the-Wolds - - N.S.	150 0 0	Feb. 26, 1847	2 3 5½	16 10 0	- -	47 18 4	
Whiswick - - N.S.	*45 0 0	Nov. 12, 1836					
Whatton, Long - N.S.	- - -	- - -	- -	14 3 4			
Wigston, Great - N.S.	50 0 0	July 11, 1843	1 0 7½	- -	- -	- - -	4 2 0
" - - -	35 0 0	Aug. 17, 1844					

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	Amount.	Date of Payment.					
LEICESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Woodhouse - - N.S.	*46 0 0	Dec. 22, 1838					
Woodville - - N.S.	150 0 0	Aug. 22, 1849					
Wymeswold - - N.S.	108 0 0	June 21, 1847	- -	- -	- -	- - -	0 17 0
" - - "	31 0 0	Oct. 25, 1854					
LINCOLNSHIRE.							
Barkestone - - N.S.	*50 0 0	Nov. 14, 1835					
Barton-on-Humber N.S.	350 0 0	Nov. 15, 1844					
Barton-on-Humber Wes.	396 13 0	Mar. 1, 1850	12 17 3	92 10 0	- -	331 5 10	
Bassingham - - Wes.	- - -		2 9 4½				
Beesby - - - N.S.	15 0 0	Nov. 1, 1845					
Bennington, Long - N.S.	161 0 0	May 3, 1848	1 0 2	- -	- -	15 16 8	
" " - "	52 0 0	Jan. 9, 1849					
" " - "	30 0 0	Oct. 31, 1854					
Bicker - - - N.S.	72 0 0	June 26, 1846	1 2 3				
Binbrooke - - N.S.	100 0 0	Mar. 24, 1843					
Blyton - - - N.S.	75 0 0	Mar. 21, 1844					
Bolingbroke, Old, Girls - - - N.S.	40 0 0	Feb. 27, 1842					
" " - "	25 0 0	Nov. 8, 1854					
Bolingbroke, Old, Boys - - N.S.	45 0 0	July 4, 1842					
Bolingbroke, New, Boys - - - N.S.	- - -		1 4 8½				
Boston - - - N.S	407 5 0	Oct. 12, 1850	6 1 5½	27 10 0	- -	202 10 0	
Boston, West Church N.S.	- - -		- - -	29 3 4	- -	49 0 0	
Boston - - - B.S.	28 19 5	Sept. 11, 1852	9 11 3	55 0 0	- -	819 0 0	
Boston, Industrial - Wes.	419 0 0	Nov. 15, 1850	18 3 6	74 5 0	- -	242 10 0	
Bottesford - - N.S.	100 0 0	Sept. 25, 1847	0 4 7½				
Brocklesby Park - N.S.	- - -		2 12 0½	50 17 6	- -	32 10 0	5 15 0
Broughton, Brant - Wes.	- - -		2 17 11½	- -	- -	15 0 0	7 6 0
Burton Coggles - Par.	- - -		1 6 0½				
Cockerington - N.S.	42 0 0	Mar. 22, 1843					
Colsterworth - N.S.	- - -		2 10 1¼	- -	- -	202 6 8	
Coningsby - - N.S.	*60 0 0	Aug. 20, 1836					
Coningsby - - Wes.	- - -		1 13 4				
Deeping, St. James' N.S.	- - -		1 10 0				
Donington-on-Baine N.S.	90 0 0	Nov. 14, 1850					
" " - "	100 0 0	Nov. 28, 1853					
Dunston - - N.S.	45 6 8	July 17, 1852	2 6 8				
Epworth - - N.S.	70 0 0	Apr. 27, 1846	1 0 0				
Ferry - - - Wes.	- - -		2 8 8½				
Foston - - - N.S.	84 0 0	Mar. 1, 1848	1 7 6½				
Gainsborough - N.S.	100 0 0	Apr. 3, 1845	6 10 2	85 10 0	- -	240 14 2	
Gainsborough - B.S.	- - -		6 10 10				
Gainsborough - Wes.	250 0 0	Nov. 30, 1847	4 18 3½	85 8 4	- -	309 6 8	
Gayton-le-Marsh - N.S.	*31 0 0	Aug. 15, 1838					
Grantham, Sunday and Infants - N.S.	*105 0 0	Dec. 23, 1835					
Grantham, Boys - N.S.	150 0 0	Dec. 9, 1844	7 10 1½	30 0 0	- -	516 3 4	
" " - "	40 0 0	Feb. 4. 1854					
Grantham " - B.S.	*100 0 0	Oct. 17, 1835					
Grantham, St. Mary's R.C.	- - -		1 13 4½				
Grimsby - - Wes.	- - -		3 7 5				
Halton Holegate - N.S.	70 0 0	May 3, 1848					
Harmston - - N.S.	110 0 0	Apr. 3, 1852	2 0 0½	32 15 0	- -	15 16 8	9 13 0
Heckington - - N.S.	108 0 0	May 19, 1846					
Helpringham, Ch. School - -	- - -		1 3 6				
Holbeach, Girls - N.S.	75 0 0	June 10, 1845	2 1 11				
Holbeach, St. John's, Mixed - - N.S.	75 0 0	Sept. 26, 1853					
Horncastle - - N.S.	- - -		4 0 0				
Huttoft - - - N.S.	17 0 0	Mar. 29, 1841	1 12 9½	- -	- -	53 19 2	
" - - - "	22 0 0	May 27, 1842					
" - - - "	5 0 0	June 22, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
LINCOLNSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirton-in-Lindsay N.S.	*67 0 0	Mar. 21, 1838					
Laceby - - - N.S.	- - -	- - -	1 10 4				
Leake, New - - Wes.	180 0 0	Nov. 16, 1852	5 12 6½	26 2 6	- -	158 10 0	11 3 0
Legsby - - - N.S.	40 0 0	Aug. 28, 1849					
Lincoln, North District, Boys, Girls, and Infants - N.S.	397 10 0	Dec. 13, 1852	9 19 11½				
Lincoln, Eastgate (Miss Cookson's) N.S.	- - -	- - -	1 11 8½	- -	- -	15 16 8	
Lincoln - - - B.S.	206 0 0	July 21, 1841	- - -	151 10 0	34 11 8	897 14 2	
Lincoln - - - Wes.	- - -	- - -	11 9 0½	78 15 0	- -	410 5 0	
Louth, Girls and Infants - - N.S.	*75 0 0	Dec. 7, 1836					
" - - - "	*130 0 0	Dec. 7, 1836					
Louth - - - B.S.	450 0 0	Feb. 10, 1841					
Ludan Chapel - N.S.	*60 0 0	Nov. 3, 1838					
Marton - - - N.S.	82 0 0	Mar. 9, 1841					
Messingham - N.S.	110 7 10	Sept. 9, 1854	0 18 3	16 5 0	- -	95 0 0	5 13 0
Metheringham - Wes.	- - -	- - -	3 0 0½	13 15 0	- -	15 0 0	5 16 0
Newton Wold - N.S.	40 0 0	Aug. 29, 1845					
Newton-on-Trent - Par.	- - -	- - -	- - -	15 0 0			
Northorpe - - N.S.	48 0 0	June 1, 1848					
Orby - - - N.S.	*28 0 0	Aug. 24, 1837					
Owmby - - - N.S.	*36 0 0	Sept. 3, 1836					
Owston - - - N.S.	81 0 0	Sept. 6, 1842					
Pinchbeck, East - N.S.	140 0 0	May 19, 1846	7 19 8½	5 0 0	- -	15 16 8	6 3 0
Pinchbeck, West - N.S.	- - -	- - -	- - -	33 0 0	- -	110 10 0	2 8 0
Rowston, Mixed - N.S.	78 10 0	Aug. 15, 1853	1 0 4½				
Saleby - - - N.S.	50 0 0	Oct. 29, 1846					
Saltfleetby - - N.S.	64 0 0	Jan. 20, 1850	2 3 4				
Saxilby - - - N.S.	120 0 0	Jan. 13, 1846	7 16 5½	50 0 0	- -	312 5 0	2 19 0
" - - - - "	5 4 0	Nov. 7, 1848					
" - - - - "	18 10 0	Mar. 23, 1849					
Scottor and Scotton, Boys and Girls - N.S.	*100 0 0	Mar. 18, 1837	- -	- -	- -	18 15 0	2 16 0
" " "	100 0 0	Sept. 30, 1847					
Skendleby - - N.S.	60 0 0	Feb. 15, 1845					
Skirbeck - - N.S.	190 0 0	Sept. 19, 1840	4 0 9	23 15 0	- -	62 10 0	12 9 0
Sleaford, New (Aveley's Charity) - N.S.	154 10 0	Jan. 19, 1852	2 13 4				
Sleaford - - Wes.	- - -	- - -	3 6 8½				
Spalding - - N.S.	350 0 0	Aug. 4, 1846	1 3 10½	71 10 10	- -	84 3 4	
Spalding - - B.S.	*180 0 0	Jan. 9, 1839	- - -	19 5 0	- -	78 10 0	
Spittlegate - - N.S.	50 0 0	Nov. 20, 1844	3 6 8	- -	- -	- - -	4 5 0
Stamford and St. Martin's, Girls - N.S.	- - -	- - -	3 9 8½	8 5 0			
Sutton, St. Nicholas' - - N.S.	84 0 0	Aug. 2, 1849	1 3 4				
Sutton, Long - B.S.	*168 0 0	Nov. 30, 1836					
Tealby - - - N.S.	- - -	- - -	0 16 8				
Timberland - - N.S.	66 5 0	July 23, 1850					
Toynton, All Saints' N.S.	100 0 0	Aug. 15, 1846	0 10 0				
Uffington (Earl Lindsey's) - - N.S.	- - -	- - -	2 2 0	15 0 0			
Ulceby - - N.S.	187 2 0	Mar. 9, 1848	1 13 4½				
Wainfleet, St. Mary's, N.S.	- - -	- - -	- - -	11 5 0			
Wainfleet - - Wes.	- - -	- - -	5 12 8½	21 10 0	- -	111 16 8	9 0 0
Wellingore - - N.S.	45 0 0	Apr. 19, 1848					
Welton-le-Wold, Boys and Girls - N.S.	*25 0 0	May 9, 1840	2 0 10	- -	- -	39 3 4	9 4 0
Welton, Boys and Girls - - N.S.	- - -	- - -	2 3 7½	27 10 0	- -	- - -	3 6 0
Weston, St. Mary's N.S.	- - -	- - -	1 11 3½	- -	- -	52 10 0	4 17 0
Whaplode Drove - N.S.	50 0 0	Apr. 1, 1845					
Willoughton - N.S.	56 0 0	Feb. 17, 1846					
Winteringham - N.S.	80 0 0	June 12, 1846	- - -	- -	- -	- - -	13 6 0
Winterton - - N.S.	90 0 0	Oct. 27, 1840	3 10 9½	- -	- -	56 5 0	
Winterton - - Wes.	105 0 0	Feb. 15, 1851	5 12 2½	57 15 0	- -	90 0 0	
Withern - - *N.S.*	81 15 0	Sept. 19, 1850	2 4 0½				

ame and mination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
NSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	60 0 0	Sept. 22, 1842	1 18 10½	22 10 0	- -	77 18 4	
- - „	60 0 0	May 4, 1846					
- - „	4 17 6	Apr. 14, 1849					
IDDLESEX.							
Boys and							
- - - N.S.	153 0 0	Jan. 15, 1853	- - -	5 0 0			
- - - Wes.	- - -	- - -	- - -	14 3 4			
Street (Little)							
me's - - R.C.	- - -	- - -	2 13 4½	- -	- -	6 13 4	
Street, North,							
rk's - N.S.	- - -	- - -	- - -	107 8 4	- -	271 10 0	
's Gardens N.S.	28 0 0	Mar. 22, 1848	15 16 10½	213 1 8	- -	902 5 0	
„ - „	10 0 0	Jan. 25, 1849					
's Place,							
hn's - N.S.	- - -	- - -	6 3 4	76 10 0	- -	117 0 0	
n, St. Giles' B.S.	*150 0 0	Sept. 10, 1835					
s, St. (Old							
) - - N.S.	*250 0 0	Nov. 18, 1837					
ter - - N.S.	- - -	- - -	- - -	48 2 6	- -	444 5 0	
- - N.S.	108 0 0	Jan. 17, 1848					
l Green (Ab-							
treet) - B.S.	*750 0 0	Oct. 10, 1839	25 12 6	48 15 0	- -	1,101 14 2	
„ - „	497 0 0	Feb. 18, 1843					
„ - „	200 0 0	Aug. 11, 1851					
l Green (Gas-							
e Place) - B.S.	470 0 0	May 19, 1841	7 13 6½	15 2 6	- -	486 18 4	
„ - „	100 0 0	Aug. 8, 1842					
„ - „	80 10 0	Sept. 24, 1850					
„ - „	50 0 0	Mar. 18, 1854					
l Green, St.							
ew's, Boys,							
and Infants N.S.	395 0 0	Jan. 3, 1846					
l Green, St.							
olomew's - N.S.	400 0 0	Dec. 19, 1845	7 9 6	31 10 0	- -	458 5 10	
l Green, St.							
s' the Great N.S.	404 0 0	Apr. 15, 1848	5 5 8½	71 5 0	- -	470 13 4	
„ - „	9 18 0	June 22, 1848					
„ - „	20 0 0	Sept. 1, 1854					
l Green, St.							
's - - N.S.	600 0 0	Feb. 23, 1843	3 14 0½				
l Green, St.							
's, Boys,							
and Infts. - N.S.	500 0 0	Dec. 1, 1848	1 10 5½	25 1 8	- -	34 3 4	
l Green, St.							
hew's - N.S.	20 0 0	Apr. 28, 1845	5 16 2½	- -	- -	432 7 6	
„ - „	50 0 0	May 3, 1849					
l Green, St.							
hias', Boys,							
and Infts. - N.S.	404 0 0	Apr. 30, 1852					
l Green, St.							
r's, Boys,							
and Infts. - N.S.	9 19 0	June 22, 1848					
- - „	561 13 4	Oct. 23, 1852	12 16 6½	95 0 0	- -	443 10 10	
l Green, St.							
p's - - N.S.	- - -	- - -	6 9 2½				
l Green, St.							
n's Zelotes - N.S.	400 0 0	Dec. 19, 1845	10 10 8	- -	- -	9 13 4	
l Green, St.							
nas', Boys,							
, and Infts. N.S.	583 0 0	Sept. 25, 1851	5 10 0½	28 15 0	- -	30 13 4	
riars, Infants N.S.	142 0 0	June 19, 1847					
ford Square,							
- - R.C.	- - -	- - -	10 1 4	- -	- -	317 16 8	
sbury, St.							
ge's - - N.S.	- - -	- - -	14 5 8	211 13 4	- -	649 0 0	

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MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bloomsbury, St. George the Martyr - - - N.S.	- - -	- - -	6 1 5	63 0 0	50 0 0	59 10 0	
Brentford, Old - N.S.	*85 0 0	Dec. 28, 1839					
Brentford, New - N.S.	*90 0 0	Oct. 21, 1840					
Brentford - - B.S.	250 0 0	July 22, 1834	10 17 8	140 10 0	- -	816 16 8	
Bromley, St. Leonard's, Boys, Girls, and Infts. - N.S.	17 10 0	May 11, 1839	- -	15 0 0	- -	25 0 0	
" " - "	340 0 0	Aug. 21, 1852					
Bromley and Bow - B.S.	125 0 0	May 11, 1839					
Brompton - - N.S.	400 0 0	Oct. 14, 1842	- -	52 2 6	8 6 8	476 15 0	
" - - "	42 0 0	Oct. 4, 1848					
Bunhill Row, Boys and Girls - - R.C.	- - -	- - -	11 2 0	- -	- -	221 13 4	
Camden Town - N.S.	*100 0 0	April 5, 1839	18 17 4½	142 10 0	- -	883 18 4	
" - - "	500 0 0	Jan. 11, 1849					
" - - "	23 9 4	July 30, 1850					
Charterhouse, St. Thomas', Upper and Lower - - N.S.	330 0 0	June 9, 1847	72 13 6	221 8 4	158 0 0	1,858 0 0	
" " "	100 0 0	Aug. 25, 1847					
" " "	27 1 6	Sept. 25, 1848					
" " "	11 1 4	Jan. 25, 1849					
" " "	100 0 0	Nov. 24, 1852					
" " "	1,954 13 4	Apr. 6, 1853					
Chelsea, St. Mark's, Practising - N.S.	753 0 0	June 21, 1854	- -	- -	- -	411 10 0	
Chelsea, Ch. Ch. - N.S.	318 0 0	Dec. 16, 1843	3 19 3½	21 0 0	- -	232 6 8	
" " "	12 0 0	Feb. 11, 1847					
" " "	112 10 0	Jan. 29, 1852					
Chelsea, St. Jude's N.S.	266 0 0	Apr. 4, 1846	7 15 9½	10 15 0			
" " - "	10 0 0	Sept. 14, 1847					
Chelsea, St. Luke's, Park Chapel - N.S.	14 6 8	Mar. 8, 1852	5 5 3½	54 8 4	- -	112 10 0	
Chelsea, St. Luke's, Parochial - N.S.	- - -	- - -	7 12 0½	88 0 0	- -	359 18 4	
Chelsea, St. Saviour's N.S.	50 0 0	Sept. 13, 1847	5 18	17 6 8	- -	57 0 0	
Chelsea, Upper Trinity N.S.	*63 0 0	Nov. 8, 1837	11 0 0	99 0 0	- -	878 11 8	
" " - "	106 0 0	May 15, 1847					
" " - "	25 0 0	July 27, 1848					
" " - "	15 10 0	Aug. 2, 1848					
" " - "	15 0 0	Oct. 23, 1851					
" " - "	12 0 0	Oct. 20, 1854					
Chelsea, St. Joseph's R.C.	- - -	- - -	- -	- -	- -	149 6 8	
City Road, St. Mathew's, Boys and Girls - - N.S.	250 0 0	May 18, 1853	2 6 1½	5 0			
Clerkenwell, Lamb and Flag Ragged Sch.	18 8 2	Aug. 12, 1848					
Clerkenwell - - R.C.	- - -	- - -	8 17 4				
Crown Court, Drury Lane - Ch. of Scot.	375 0 0	Aug. 23, 1849					
Dufour's Place, St. Edward's - - R.C.	- - -	- - -	4 11 0½	- -	- -	36 10 0	
Dunstan's, St., in the West - - N.S.	- - -	- - -	3 13 4	40 10 0	- -	11 5 0	
Edmonton, Upper, Girls and Infants N.S.	118 0 0	Apr. 7, 1852					
Enfield Highway St. James' Chapel N.S.	*203 0 0	Dec. 13, 1854					
Enfield, Jesus Chapel N.S.	75 0 0	Apr. 11, 1850					
Enfield - - - B.S.	*200 0 0	Jan. 1, 1840					
Enfield - - - N.S.	- - -	- - -	- -	- -	- -	20 0 0	3 2 0
Farringdon Street (Harp Alley) - B.S.	- - -	- - -	3 6 2½	33 8 4	- -	127 0 0	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Finchley, Holy Trinity, Industrial - - N.S.	300 0 0	Apr. 29, 1848	5 0 10	5 0 0	- -	234 18 4	
" " - "	200 0 0	Mar. 9, 1849					
" " - "	100 0 0	Dec. 2, 1851					
" " - "	10 0 0	Mar. 31, 1852					
Finchley - - - B.S.	60 0 0	Jan. 9, 1843					
Finsbury, St. James', Curtain Road, Boys, Girls, and Infants N.S.	600 0 0	Apr. 20, 1854	- -	- -	- -	52 0 0	
Finsbury, St. Paul's N.S.	365 0 0	Aug. 14, 1845					
Fisher Street, Red Lion Square - B.S.	*334 0 0	July 18, 1834					
Friern-Barnet, Boys and Girls - - N.S.	373 10 0	May 9, 1854	2 9 5				
Fulham, All Saints' N.S.	- - -	- - -	3 7 6	75 13 4	- -	296 19 2	
Fulham, St. Mary's (North End) - N.S.	142 0 0	Aug. 16, 1848					
Fulham, St. Thomas' R.C.	- - -	- - -	2 2 8	103 10 10	- -	270 6 8	
Gate Street, Lincoln's Inn Fields R.C.	100 0 0	July 15, 1851	7 10 0	- -	- -	332 5 0	
George's, St., in the East, St. Mary's (Johnson Street), Upper, Boys, Girls, and Infants - N.S.	1,078 0 0	Jan. 16, 1849	11 16 5½	152 12 6	- -	886 11 8	
George's, St., in the East, Ch. Ch. (Wallburgh Street) Lower N.S.	175 0 0	Nov. 6, 1844	- -	27 10 0	- -	280 18 4	
Giles', St., in the Fields - - - N.S.	- - -	- - -	3 3 4½				
Gordon Square, All Saints' - - - N.S.	20 4 0	July 6, 1848	14 11 0	26 13 4	- -	718 15 0	
" " - "	15 5 4	Aug. 12, 1848					
Hackney Road (Ann's Place) - B.S.	200 0 0	Oct. 2, 1841					
" " - "	40 0 0	Oct. 30, 1845					
Hackney Road (Weymouth Terrace) - B.S.	600 0 0	June 19, 1841	10 11 0	75 0 10	- -	883 10 0	
" " - "	9 7 2	Mar. 8, 1850					
" " - "	85 0 0	Oct. 16, 1850					
Hackney, West - N.S.	*200 0 0	Aug. 27, 1838	10 4 10	73 10 0	- -	5 0 0	
Haggerstone, St. Mary's, Boys, Girls, and Infants N.S.	*240 0 0	Apr. 10, 1839	4 17 5	71 10 0	- -	838 12 6	
" " - "	114 0 0	Mar. 28, 1843					
" " - "	7 9 6	Nov. 9, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	25 0 6	Oct. 18, 1853					
Haggerstone - - B.S.	*50 0 0	Feb. 10, 1838					
Hammersmith, Boys and Girls - - N.S.	*120 0 0	Nov. 25, 1837					
Hammersmith, St. Peter's - - - N.S.	- - -	- - -	- -	24 8 4	- -	30 0 0	
Hammersmith, St. Peter's and St. Paul's - Ragged Sch.	200 0 0	Aug. 10, 1853					
Hammersmith, St. Paul's - - - N.S.	- - -	- - -	- -	10 10 0			
Hammersmith - B.S.	*150 0 0	Apr. 15, 1839					
Hammersmith, St. Mary's, Practising R.C.	276 0 0	July 20, 1852	5 10 0½	20 0 0	- -	115 10 0	
Hampstead (West End) - - - N.S.	110 0 0	Feb. 4, 1846					
Hampstead, St. John's Par.	- - -	- - -	3 1 7½	145 15 0	- -	96 5 0	
Hampstead, St. John's Chapel (Downshire Hill), Boys and Girls - - - N.S.	- - -	- - -	10 18 5	63 6 8	- -	140 5 0	

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hampton Wick - N.S.	30 0 0	Apr. 12, 1845	- - -	43 15 0			
Hanwell - - N.S.	- - -	- - -	2 10 0	- -	- -	229 10 0	
Hanworth - - N.S.	90 0 0	Oct. 18, 1848					
Harlington and Cranford - - N.S.	166 0 0	July 24, 1848					
Harmondsworth - N.S.	75 0 0	July 7, 1847					
Harrow on the Hill, Infants - - N.S.	*50 0 0	Aug. 22, 1838	6 15 11½	110 6 8	- -	199 5 0	8 8 0
Harrow on the Hill, Boys and Girls - - - N.S.	240 0 0	Sept. 26, 1853					
Hart Street, Covent Garden - - B.S.	*400 0 0	Aug. 31, 1839					
Hatton Garden, St. Andrew's - - Par.	- - -	- - -	4 13 5½	45 0 0	- -	403 0 0	
Hayes - - - N.S.	*60 0 0	May 3, 1837					
Highgate, St. Michael's, Boys, Girls, and Infts. Industrial - - N.S.	1,800 0 0	July 20, 1852	9 18 3½	169 0 0	- -	518 5 0	33 15 0
Highgate - - B.S.	- - -	- - -	- -	16 10 0	- -	4 3 4	
Highbury Vale - N.S.	*80 0 0	Nov. 9, 1836					
Highbury, Church of England Metropolitan Model School - -	250 0 0	Dec. 17, 1850	3 6 5½	20 0 0			
" " - "	200 0 0	Oct. 29, 1853					
Holborn, Trinity - N.S.	- - -	- - -	3 11 11½				
Home and Colonial Model School, Gray's Inn Lane - -	- - -	- - -	9 13 0½	172 18 4	155 0 0	1,020 1 8	
Hornsey, Boys, Girls, and Infants - N.S.	63 0 0	July 22, 1848	- -	127 17 6	- -	557 10 6	
" - - - "	20 0 0	Dec. 7, 1848					
" - - - "	50 0 0	Nov. 20, 1849					
Hoxton, St. John's, Boys, Girls, and Infants - - N.S.	550 0 0	Sept. 15, 1843	18 15 0	110 15 0	33 15 0	962 18 4	
" " - "	12 18 4	June 22, 1848					
" " - "	303 0 0	Nov. 27, 1848					
" " - "	20 0 0	Jan. 25, 1849					
" " - "	13 6 8	Sept. 10, 1851					
Isleworth Charity, Boys - Ch. of Eng.	- - -	- - -	2 6 8				
Islington, All Saints', Boys and Girls - N.S.	436 15 0	Dec. 12, 1853					
Islington, All Saints', District, Sunday, and Infants - N.S.	79 0 0	Jan. 14, 1843					
Islington, St. James' (Holloway) - N.S.	*100 0 0	Dec. 22, 1838	3 1 0	32 10 0	- -	25 0 0	
Islington (Upper Holloway) St. John's - - - N.S.	- - -	- - -	6 13 6½	29 15 0	- -	25 13 4	
Islington, St. Mary's N.S.	300 0 0	Feb. 10, 1843	8 2 10	81 5 0	- -	416 5 10	
" " - "	100 0 0	June 10, 1850					
" " - "	23 6 8	June 16, 1852					
Islington, St. Michael's - - N.S.	- - -	- - -	- -	100 18 4	- -	70 0 0	
Islington, St. Paul's N.S.	*216 0 0	June 28, 1834	- -	20 0 0			
" " - "	*71 0 0	Dec. 29, 1838					
Islington, St. Peter's, Boys, Girls, and Infants - - N.S.	100 0 0	April 17, 1841	6 13 7½	5 0 0	- -	192 10 0	
" " - "	324 0 0	Feb. 2, 1852					
" " - "	32 0 0	Apr. 23, 1852					
Islington, St. Stephen's - - N.S.	147 0 0	Oct. 12, 1843	- -	- -	- -	305 13 4	
" " - "	4 7 0	Feb. 8, 1847					
Islington, Union Chapel - B.S.	*200 0 0	Jan. 9, 1839	4 3 4	- -	- -	29 0 0	

ıe and nation of hool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
ıex—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
South, onville B.S.	500 0 0	Dec. 15, 1841	6 3 3½	99 15 0	- -	1,150 11 8	
" "	34 0 0	Nov. 18, 1847					
t, Bed- - B.S.	*500 0 0	Sept. 14, 1836					
od, St., s - N.S.	28 15 8	Sept. 19, 1848	10 15 4	226 5 0	- -	71 14 2	
" - "	16 13 4	Nov. 7, 1848					
d, St. - R.C.	- - -	- - -	12 1 10½	130 18 4	- -	40 16 8	
een, St. Boys, l Infts. - N.S.	344 0 0	Apr. 23, 1850	10 8 2	30 13 4	- -	315 5 0	
" - "	96 15 0	Apr. 8, 1852					
Free - N.S.	- - -	- - -	- -	- -	- -	2 10 0	
Gravel - - N.S.	130 0 0	Mar. 19, 1846					
" - "	7 16 9	Nov. 8, 1847					
Potteries N.S.	150 0 0	Dec. 20, 1843					
, Christ's (Gore - - N.S.	120 0 0	July 14, 1849	1 15 7½	21 5 0			
, St. Bar- irl St.) - Par.	160 0 0	Dec. 27, 1848	2 5 4	70 10 0	- -	7 10 0	
Boys - - B.S.	*200 0 0	Jan. 11, 1836					
Gore - B.S.	*30 0 0	June 2, 1838					
, Girls - R.C.	- - -	- - -	2 7 11½	- -	- -	35 10 0	
wn, Boys, Infants N.S.	826 0 0	Jan. 3, 1849	8 11 0½	77 15 0	- -	124 0 0	
- - "	20 0 0	Aug. 8, 1849					
- - N.S.	33 0 0	Mar. 18, 1852	0 14 8½				
ige, All - N.S.	- - -	- - -	- -	30 0 0	- -	15 0 0	
apel - B.S.	120 0 0	June 17, 1840					
St. Anne's Girls - N.S.	- - -	- - -	3 8 8½	20 11 8	- -	134 10 0	
St. Ann's d Infts. N.S.	464 0 0	May 17, 1844					
" - "	35 0 0	May 25, 1849					
St. John's, ·ls, and - - N.S.	704 0 0	Mar. 22, 1854	4 7 9½	9 15 0	- -	2 10 0	
- - Wes.	312 0 0	Jan. 12, 1848	13 2 11½	90 0 0	- -	559 10 10	
'e - B.S.	- - -	- - -	- -	- -	- -	29 0 0	
. Sepul- (Ball's - - N.S.	22 10 0	Oct. 18, 1848	3 2 6	55 5 0	- -	71 13 4	
apel Street, le, Unitarian Mission - -	- - -	- - -	4 0 10	48 2 6	- -	95 3 4	
iocesan Education -	- - -	- - -	38 19 0½				
st - R.C.	- - -	- - -	1 3 5	- -	- -	334 0 0	
. in the - - N.S.	- - -	- - -	- -	35 15 0	- -	684 19 2	
. in the rthern N.S.	- - -	- - -	7 1 4½	31 12 6	- -	63 6 8	
e (Nutford ocesan -	- - -	- - -	4 3 7½	65 15 0	- -	263 5 0	
e, Ch. Ch. N.S.	- - -	- - -	- -	34 10 0	- -	23 15 0	
;Christ's - - N.S.	*1650 0	Jan. 25, 1837	- -	- -	- -	223 10 0	
" - "	250 0	Jan. 29, 1849					
e, Eastern N.S.	- - -	- - -	11 2 7	82 16 8	- -	1,258 11 8	
e, St. estern N.S.	- - -	- - -	10 0 0	12 10 0	- -	590 15 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mary-le-bone, Presbyterian	- - -	- - -	1 9 11½	- -	- -	133 0 0	
Mary-le-bone, St. James - R.C.	- - -	- - -	8 13 3½	22 10 0	- -	205 0 0	
Mary-le-bone, Trinity - - N.S.	- - -	- - -	10 8 4	16 13 4	- -	55 15 0	
Millwall, Boys and Girls - - B.S.	252 0 0	Dec. 14, 1848					
Mimms, South - N.S.	*75 0 0	Mar. 18, 1837					
Moore Street, Edgeware Road - R.C.	- - -	- - -	3 6 8½	- -	- -	29 0 0	
Muswell Hill, St. James', Infants - N.S.	113 10 0	Oct. 26, 1850					
National Society's N.S.	500 0 0	May 27, 1852	36 19 0½				
Paddington, All Saints, Boys, Girls, and Infts. N.S.	180 0 0	Apr. 3, 1852	7 6 2	84 10 0	- -	80 10 0	
Paddington Green, St. Mary's - - N.S.	*250 0 0	June 28, 1834	- -	49 10 0	- -	661 1 8	
Paddington, St. John's - - N.S.	- - -	- - -	9 7 2½	155 0 0	- -	484 0 10	
Pancras, St. - N.S.	- - -	- - -	- -	99 16 8	- -	489 13 0	
Pancras, St., East, Britannia Street, Gray's Inn Road N.S.	45 0 0	Feb. 23, 1849	5 11 6½	93 15 0	20 0 0	309 13 4	
Pancras, St., East, Dutton Street (late Regent Square), Boys, Girls, and Infants - - N.S.	550 0 0	Feb. 23, 1844					
" " - "	45 0 0	Mar. 17, 1852					
Pancras, St., Trinity, Boys, Girls, and Infants - - N.S.	819 0 0	Oct. 1, 1851	7 13 4½	62 0 0	- -	143 10 0	
Pancras, St., Ch. Ch. N.S.	*320 0 0	July 28, 1838	14 17 4½	68 0 0	- -	604 5 0	
" " - "	33 6 8	Mar. 19, 1852					
" " - "	27 17 4	Mar. 30, 1853					
Pentonville, Infant N.S.	- - -	- - -	- -	13 0 0			
Percy Chapel, Russell N.S.	*50 0 0	May 16, 1835	3 5 11½	56 16 8	- -	194 0 0	
" " - "	6 10 0	Feb. 4, 1850					
Pimlico, St. Michael's, Boys, Girls, and Infts. - N.S.	355 0 0	Mar. 12, 1850	9 15 10½	64 13 4	- -	241 6 8	
Pimlico, St. Barnabas' - - N.S.	400 0 0	June 9, 1847	5 17 9	46 0 0	- -	15 0 0	
" " - "	10 0 0	Nov. 2, 1854					
Pimlico, St. Peter's N.S.	- - -	- - -	12 11 3	25 6 8	- -	224 0 0	
Pimlico, Buckingham Chapel (Palace Street) - B.S.	*100 0 0	Nov. 8, 1834					
Ponders End - N.S.	85 0 0	Oct. 14, 1841					
Poplar (Wade Street) R.C.	- - -	- - -	4 14 2	33 0 0	- -	269 0 0	
Portman Square - N.S.	- - -	- - -	6 2 3½	2 10 0	- -	616 14 2	
Portman Chapel, Ch. Sch.	- - -	- - -	- -	46 12 6	- -	85 10 0	
Queen Street, Great Wes.	- - -	- - -	9 19 2½	112 5 0	- -	330 2 6	
Radnor Street, St. Luke's (City Road) Wes.	*225 0 0	Jan. 9, 1839	23 11 4½	66 0 0	- -	779 0 10	
" " - "	222 0 0	Mar. 10, 1843					
" " - "	24 0 0	Jan. 3, 1849					
Ratcliff Cross, St. James', Mixed - N.S.	150 0 0	Sept. 28, 1841					
" - "	100 0 0	Feb. 19, 1853					
Saffron Hill, St. Peter's (Onslow Street) - - N.S.	187 0 0	July 21, 1853	4 5 2½	50 15 0	- -	198 15 0	
Somers Town, Boys and Girls - - B.S.	320 0 0	Oct. 6, 1854	8 6 7½	- -	- -	187 16 8	
Soho, St. Patrick's (Tudor Place) - R.C.	- -	- - -	3 4 10½	- -	- -	148 10 0	

ne and ination of hool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Infants N.S.	64 10 0	Sept. 11, 1852					
- Ch.Sch.	- - -	- - -	- - -	- - -	- - -	3 6 8	9 15 0
s (Bell							
- Jews' Sch.	- - -	- - -	- - -	- - -	- - -	61 13 4	
s (Wood							
- - B.S.	400 0 0	May 8, 1841	7 17 0½	- - -	- - -	497 15 0	
s - - R.C.	- - -	- - -	2 11 7	- - -	- - -	95 0 0	
. Mary's,							
irls, and							
- - N.S.	642 15 0	May 6, 1854					
- - N.S.	- - -	- - -	5 14 1½	63 5 0	- -	196 10 0	11 15 0
ll Saints' N.S.	400 0 0	Oct. 7. 1841	7 3 9½	122 3 4	- -	505 3 4	
rinity - N.S.	350 0 0	Oct. 30, 1845	7 6 1½	106 6 8	- -	402 16 8	
" - "	7 15 5	Apr. 15, 1847					
" - "	6 10 0	Aug. 12, 1848					
" - "	150 0 0	June 28, 1849					
ed Coat,							
l School -	*200 0 0	June 1, 1839	19 16 10	148 5 0	- -	287 15 0	
" -	32 13 0	June 2, 1849					
t. Peter's							
- - N.S.	50 0 0	Nov. 27, 1841	5 16 8	127 17 6	- -	73 15 0	
t. Philip's							
N.S.	450 0 0	Feb. 1, 1845					
t. Thomas'							
N.S.	400 0 0	Jan. 25, 1844	12 4 3½	180 10 0	- -	964 5 0	
" - "	20 0 0	Jan. 25, 1846					
" - "	100 0 0	Nov. 27 1847					
" - "	155 0 0	June 27, 1848					
" - "	6 13 4	Feb. 23, 1851					
" - "	18 6 3	Mar. 28, 1851					
- - P.U.	- - -	- - -	- - -	- - -	- -	27 0 0	
rington - B.S.	*200 0 0	June 4, 1838	- -	8 2 6			
- B.S.	*50 0 0	June 25, 1836					
n, Public,							
l Girls - N.S.	- - -	- - -	3 1 6½	27 0 0	- -	15 0 0	
n - - N.S.	72 0 0	Dec. 7, 1842	3 13 4½	54 0 0	- -	82 0 0	
- - "	3 12 4	Mar. 23, 1849					
n, Trinity,							
- - N.S.	93 0 0	Dec. 1, 1848					
n Lancas-							
chool -	- - -	- - -	1 16 9¼	- -	- -	146 16 8	
Green - N.S.	100 0 0	Apr. 18, 1850					
am Com-							
rchdeacon							
lge's) - N.S.	90 0 0	Dec. 5, 1842	2 17 0	- -	- -	271 13 4	
" - "	45 0 0	Nov. 12, 1849					
y - - B.S.	*250 0 0	Sept. 23, 1836					
Moor, St.							
- - N.S.	94 0 0	May 18, 1847					
- - "	70 0 0	Dec. 7, 1853					
- - B.S.	*100 0 0	Apr. 16, 1836	- -	12 10 10	- -	71 1 8	
quare, St.							
Tothill							
- - N.S.	736 0 0	Sept. 10, 1850	17 2 11½	175 10 0	- -	623 13 4	
reen - N.S.	*175 0 0	Aug. 31, 1836	- -	5 16 8	- -	18 6 8	
- - "	100 0 0	June 9, 1847					
St. John's							
B.S.	*175 0 0	Jan. 4, 1835					
ne - - N.S.	- - -	- - -	6 19 2	21 13 4	- -	57 0 0	
ter, (Arch-							
nison's School)	- - -	- - -	3 10 0½	- -	- -	132 0 0	
ter, Ch.Ch.,							
d Girls - N.S.	500 0 0	Dec. 1, 1847	7 12 1½	75 12 6	- -	256 10 0	
ter (Curzon							
hapel) - N.S.	- - -	- - -	- -	18 10 0	- -	23 15 0	
ter, Blue							
- - N.S.	- - -	- - -	- -	40 0 0			
ter, Church							
asters' Asso-							
- -	- - -	- - -	2 15 0				

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	Amount.	Date of Payment.					
MIDDLESEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Westminster, St. Margaret's and St. John's - N.S.	*600 0 0	Feb. 21, 1835	5 16 11	107 10 0	- - -	534 10 10	
Westminster, St. Anne's, Soho - N.S.	- - -	- - -	4 13 1½	59 8 4	- -	176 10 10	
Westminster, St. James' (Marshall Street) - - N.S.	- - -	- - -	16 12 6½	107 10 0	- -	1,008 10 10	
Westminster, St. James' (Swallow Street), Offertory School - -	*50 0 0	July 13, 1839	6 15 9½	85 0 0	- -	15 0 0	
Westminster, St. Stephen's - - N.S.	- - -	- - -	6 6 8	143 0 0	- -	838 7 6	
Westminster (Horseferry Road) Practising - - - Wes.	2,500 0 0	Mar. 11, 1852	65 17 5½	222 15 0	128 15 0	205 13 4	
Westminster, St. Luke's, Berwick Street - - N.S.	*250 0 0	Dec, 4, 1839	5 7 6½				
Westminster, Hanover Square, St. George's District N.S.	- - -	- - -	- -	5 8 4			
Whitelands, Upper and Lower, Practising N.S.	- - -	- - -	- -	84 16 8	- -	281 11 8	
Whitelands, Infant N.S.	- - -	- - -	- -	14 5 0			
Whitechapel, St. Mark's - - N.S.	200 0 0	May 26, 1842	- -	30 0 0	- -	122 16 8	
" " - "	204 0 0	Feb. 7. 1845					
Whitechapel, St. Mary's (St. Jude's District) - - N.S.	302 0 0	Mar. 12, 1847					
Whitechapel - P.U.	- - -	- - -	- -	- -	- -	19 0 0	
Whitton, Industrial School - - -	397 10 4	Sept. 15, 1853	2 0 0				
Willesden - - N.S.	- - -	- - -	- -	- -	- -	- - -	5 4 0
Wilson Street, Finsbury (White Cross Place) - B.S.	452 0 0	May 6, 1843					
Wycliffe Chapel - B.S.	*150 0 0	May 16, 1835					
MONMOUTHSHIRE.							
Abergavenny - N.S.	350 0 0	Nov. 1, 1849	3 16 0½	110 0 0	- -	124 10 0	
Blackwood - - B.S.	224 0 0	Aug. 20, 1846					
Blaenafon - - N.S.	115 0 0	Feb. 5, 1849	2 13 7½	- -	- -	351 11 8	
Blaina - - - B.S.	- - -	- - -	11 12 8½	101 13 4	- -	443 1 8	17 10 0
Chepstow, Boys and Girls - - - N.S.	*64 0 0	April 27, 1836	5 1 9	63 15 0	- -	163 10 0	
Chepstow, Infants N.S.	1:0 0 0	July 7, 1853					
Court-y-bella - N.S.	700 0 0	Aug. 29, 1849	9 16 0½	30 0 0	- -	350 2 4	22 19 0
Crumlin and Llanhileth - - - N.S.	120 0 0	June 16, 1846	1 13 4	- -	- -	- - -	2 14 0
" " - "	75 0 0	May 19, 1848					
Goytrey - - - N.S.	65 0 0	June 24, 1852					
" - "	74 0 0	Jan. 10, 1854					
Llangattock, "Lingoed (James Davie's) - - - N.S.	45 0 0	Dec. 27, 1848					
Llantrissent - N.S.	85 0 0	Jan. 4, 1849					
Llanwenarth - N.S.	50 0 0	Aug. 23, 1849					
Newport-on-Usk - N.S.	*275 0 0	Sept. 19, 1849	5 0 1½	136 5 0	- -	654 0 0	
Newport-on-Usk - B.S.	*75 0 0	Mar. 19, 1836					
Newport-on-Usk - R.C.	- - -	- - -	3 14 10	14 3 4	- -	202 14 2	
Pontnewynydd - N.S.	300 0 0	Dec. 4, 1846	5 19 6½	36 0 0	- -	127 0 0	
" " - "	38 14 0	April 5, 1854					
Pontypool, Charity N.S.	*114 0 0	Jan. 25, 1849	5 0 0	23 7 6	- -	410 1 8	
" " - "	16 0 0	Jan. 23, 1852					
" " - "	5 15 10	Mar. 8, 1852					
" " - "	100 0 0	Mar. 16, 1852					

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	Amount.	Date of Payment.					
MONMOUTHSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Rhymney Iron Works - - - N.S.	- - -	- - -	-	10 15 0			
Skenfreth - - N.S.	24 0 0	May 27, 1843					
" - - "	21 0 0	June 17, 1851					
Tintern Abbey - N.S.	*70 0 0	June 20, 1840					
Usk, Endowed - N.S.	- - -	- - -	3 10 4				
NORFOLK.							
Alburgh, Boys and Girls - - - N.S.	75 0 0	May 2, 1848					
Aldeby - - - N.S.	36 0 0	Nov. 11, 1841					
Aylsham - - N.S.	175 0 0	Oct. 19, 1849	3 19 2½	31 0 0	- -	115 8 4	
Banham - - N.S.	- - -	- - -	2 0 0½				
Barnham Broome - N.S.	66 10 0	Mar. 15, 1842	- -	9 15 0			
Bergh-Apton - N.S.	- - -	- - -	- -	38 10 0			
Bilney, West - N.S.	*70 0 0	June 28, 1834					
Bradenham, West, Boys and Girls - N.S.	382 5 0	Aug. 30, 1854	5 0 0½				
Brisley - - - N.S.	50 0 0	Nov. 20, 1844					
" - - "	22 0 0	Apr. 24, 1847					
Briston - - N.S.	65 0 0	Jan. 17, 1845					
Brockdish - - N.S.	34 0 0	Nov. 7, 1845					
Brooke - - - N.S.	*80 0 0	Oct. 13, 1838					
Buckenham, New - N.S.	- - -	- - -	1 13 4				
Baraham, West-gate, Boys, Girls, and Infants - - N.S.	320 0 0	May 6, 1851	4 2 5	58 8 4	- -	102 0 0	
Caistor - - - N.S.	100 0 0	Apr. 2, 1850					
Caistor - - - B.S.	*20 0 0	Oct. 20, 1834					
Castle Acre - - N.S.	72 0 0	Feb. 13, 1840					
Catfield Mixed - N.S.	63 0 0	Feb. 6, 1854					
Castle Rising - N.S.	- - -	- - -	- -	20 0 0			
Chedgrave - - N.S.	50 0 0	Aug. 13, 1844					
Claxton and Hellington - - N.S.	45 0 0	July 24, 1848					
Clenchwarton - N.S.	73 0 0	Apr. 9, 1846					
Coltishall - - N.S.	100 0 0	June 24, 1847					
Costessey - - N.S.	*50 0 0	Nov. 16, 1836					
Costessey - - B.S.	*65 0 0	Jan 22, 1837					
Creake, North - N.S.	- - -	- - -	2 11 4½				
Croxton - - - N.S.	50 0 0	Aug. 20, 1847					
Denton - - - N.S.	64 10 0	Mar. 20, 1841					
Dereham, East - N.S.	140 0 0	Nov. 24, 1841					
Dereham, East - B.S.	160 0 0	Aug. 21, 1841					
" - - "	30 0 0	Feb. 20, 1843					
Deopham - - N.S.	- - -	- - -	1 4 6				
Diss - - - N.S.	107 17 5	July 21, 1848					
Ditchingham - N.S.	*50 0 0	Sept. 19, 1840					
" - - "	50 0 0	Sept. 12, 1846					
" - - "	31 0 0	Mar. 22, 1852					
Docking - - - Par.	- - -	- - -	3 10 4½				
Downham Market - N.S.	162 10 0	Mar. 11, 1842	4 7 9½	70 16 8	- -	61 1 8	
" " - "	17 17 0	May 3, 1852					
Elmham, North - N.S.	*30 0 0	Feb. 19, 1838					
Fakenham, Boys and Girls - - N.S.	200 0 0	Nov. 20, 1849	4 0 7	127 3 4	- -	159 13 4	
" " - "	73 13 4	Nov. 7, 1854					
" " - "	61 7 0	Nov. 7, 1854					
Fakenham - - B.S.	183 0 0	Aug. 5, 1845					
" - - "	120 0 0	Dec. 19, 1848					
Fincham - - - N.S.	120 0 0	Dec. 8, 1849	2 0 0				
Forncett, St. Peter's N.S.	99 0 0	Dec. 30, 1848					
Forncett, St. Mary's N.S.	- - -	- - -	1 9 7½	- -	- -	14 3 4	
Foulsham - - N.S.	*90 0 0	Dec. 5, 1838					
Framingham, Earl N.S.	60 0 0	Dec. 6, 1841					
Freethorpe and Wickhampton - N.S.	75 0 0	Nov. 6, 1848	1 9 6				
Fritton and Morningthorpe - - N.S.	45 0 0	Jan 1, 1842 -	- -	- -	- -	50 16 8	

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NORFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Gayton, Boys and Girls - - - N.S.	73 13 4	Nov. 13, 1852					
Geldestone - - N.S.	*26 0 0	Aug. 29, 1835					
Geldestone - - B.S.	- - -	- - -	- - -	78 7 6	- -	17 10 0	
Gooderstone - - N.S.	60 0 0	Sept. 1, 1846					
Harpley - - N.S.	62 0 0	July 25, 1846					
Heigham, Potter - N.S.	70 0 0	Feb. 27, 1846					
Heigham - - N.S.	280 0 0	June 26, 1849	1 10 8				
Hempnall - - N.S.	150 0 0	Aug. 15, 1848					
Hilgay - - - N.S.	*75 0 0	Dec. 22, 1838					
Hindolveston, Boys and Girls - - N.S.	75 0 0	Mar. 19, 1847					
Hindringham - N.S.	55 0 0	June 10, 1845					
Hingham - N.S.	51 10 0	Feb. 2, 1842					
Hockwold-cum-Wilton - - - N.S.	62 10 0	April 16, 1841	3 10 11½	- -	- -	241 9 2	7 8 0
" " - "	4 14 0	Feb. 11, 1847					
Holme Hale - - N.S.	- - -	- - -	1 7 10				
Holkham - - N.S.	- - -	- - -	1 13 4	23 15 0			
Holt - - - N.S.	100 0 0	June 22, 1843					
Lakenham, St. Mark's - - N.S.	150 0 0	Apr. 7, 1848 -	2 3 4	17 9 2	- -	137 13 4	
" " - "	16 0 0	Dec. 19, 1853					
" " - "	73 6 8	Dec. 22, 1853					
" " - "	20 14 8	Dec. 22, 1853					
Loddon - - - N.S.	- - -	- - -	1 13 4	4 3 4			
Lynn, St. John's, Boys, Girls, and Infants N.S.	47 10 0	Feb. 15, 1849	2 2 10	72 7 6	- -	81 10 0	
" - "	598 13 4	June 2, 1854					
Lynn, St. Margaret's - - - N.S.	441 15 0	June 1, 1850	12 5 9½	91 6 8	- -	373 11 8	
" " - "	88 10 0	Nov. 4, 1853					
Lynn, South, All Saints' - - N.S.	95 0 0	Mar. 4, 1843	4 18 0	52 10 0	- -	176 0 0	
" " - "	72 3 4	Nov. 30, 1852					
" " - "	33 0 0	Jan. 25, 1854					
Lynn - - - B.S.	461 10 0	Feb. 27, 1847	7 14 5½	11 0 0	- -	199 10 0	
Marham - - - N.S.	53 0 0	May 27, 1843					
Martham - - N.S.	- - -	- - -	2 6 8				
Massingham - - N.S.	*50 0 0	Nov. 1, 1837					
Mileham - - - N.S.	*50 0 0	Feb. 28, 1835					
Mitford and Launditch - - - P.U.	- - -	- - -	- -	- -	- -	28 0 0	
Norwich, St. Stephen's - - - N.S.	- - -	- - -	6 0 7½				
Norwich, Model (Boys†) N.S.	185 0 0	Sept. 17, 1851	8 6 8½	53 13 4	55 0 0	771 11 8	
Norwich, Model, (Girls†) N.S.	- - -	- - -	6 5 0½	72 0 0	- -	661 10 0	
Norwich, St. Swithin's N.S.	45 0 0	Jan. 26, 1842					
Norwich, St. Martin's at Oak - N.S.	340 0 0	Oct. 14, 1846					
Norwich, St. Martin's at Palace - N.S.	- - -	- - -	2 10 2				
Norwich, New City B.S.	*100 0 0	June 13, 1840					
" " - "	50 0 0	Aug. 21, 1848					
Norwich Octagon Chapel - - B.S.	- - -	- - -	- -	- -	- -	108 10 0	
Norwich (Prince's Street) - - B.S.	60 0 0	Aug. 26, 1840					
Ormesby - - N.S.	83 0 0	Jan. 6, 1851					
Outwell - - N.S.	225 0 0	Feb. 29, 1848	1 11 6½				
Pockthorpe, St. James' - - N.S.	82 0 0	June 16, 1845	1 4 0				
Pulham, St. Mary's Magdalene - N.S.	132 0 0	Aug. 11, 1852	2 19 1½				
Redenhall - - N.S.	112 10 0	Dec. 3, 1849	- -	43 6 8			
Reedham - - N.S.	50 0 0	Aug. 23, 1845	- -	- -	- -	15 0 0	
Reepham, St. Mary's N.S.	- - -	- - -	2 4 8	21 13 4	- -	52 10 0	

† In separate buildings, of different tenure.

ame and mination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
OLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
l, All Saints' - - N.S.	35 0 0	Feb. 16, 1853					
l, St. Mary's N.S. and	36 0 0	May 24, 1841	0 13 4				
- - N.S.	40 0 0	Feb. 19, 1840					
and Thrigby N.S.	- - -	- - -	1 4 10½				
East - N.S.	37 0 0	Apr. 2, 1846					
, Great - N.S.	- - -	- - -	1 2 11	36 0 0	- -	99 13 4	
oney - N.S.	*35 0 0	Oct. 25, 1837					
e - - N.S.	60 0 0	May 13, 1845					
- - ,,	3 0 0	Feb. 8, 1847					
po - N.S.	62 0 0	May 12, 1841					
am - N.S.	- - -	- - -	1 16 0				
- - N.S.	60 0 0	Aug. 5, 1844					
od and							
hoe - N.S.	26 10 0	July 4, 1851	1 13 4½				
- - N.S.	- - -	- - -	1 6 8				
am - N.S.	*20 0 0	May 9, 1838					
n - - N.S.	*160 0 0	Feb. 13, 1839					
- - N.S.	- - -	- - -	1 1 2				
Morley, - - - N.S.	120 0 0	Sept. 15, 1852	- - -	- - -	- -	7 10 0	
ne - - N.S.	- - -	- - -	1 6 6½	21 13 4			
m, Boys and - - - N.S.	70 0 0	Mar. 30, 1852	1 6 8½				
on, St. Cle- - - N.S.	70 0 0	July 5, 1844	2 6 8	- -	- -	32 10 0	
- - B.S.	*75 0 0	Dec. 28, 1836					
- - N.S.	41 0 0	Dec. 1, 1841					
Hamlet, Boys rls - - N.S.	209 0 10	Aug. 19, 1854	3 6 8				
- - N.S.	37 0 0	Aug. 7, 1849					
ll Saints' - N.S.	130 0 0	Aug. 23, 1845	2 2 9½	- -	- -	15 0 0	
- - N.S.	54 0 0	May 21, 1848					
Newton - N.S.	70 0 0	Aug. 12, 1846					
Mixed - N.S.	52 0 0	Apr. 28, 1853					
St. An- - - N.S.	93 0 0	Dec. 19, 1849					
ham, Little N.S.	3 18 0	July 25, 1851	6 1 11½	107 13 4	- -	163 13 4	17 12 0
,, - ,,	7 0 0	May 15, 1854					
,, - ,,	21 0 0	Sept. 23, 1854					
West - N.S.	76 0 0	July 19, 1844	2 0 3				
, North - N.S.	- - -	- - -	2 19 7½				
- - N.S.	83 0 0	Oct. 13, 1842					
- - ,,	5 6 8	Feb. 1, 1843					
all - N.S.	65 0 0	July 27, 1842					
East - N.S.	50 0 0	May 2, 1843					
West - N.S.	*32 0 0	May 23, 1838	1 9 0				
n - - N.S.	162 0 0	Aug. 24, 1849	- - -	56 13 4	- -	180 10 0	10 1 0
l - - N.S.	80 0 0	July 3, 1845	2 2 3½				
- - ,,	141 15 0	Dec. 1, 1854					
h, Great, er's - - N.S.	526 0 0	Apr. 22, 1851	20 2 4½	87 11 8	-	550 6 8	
h, Great, y School -	- - -	- - -	1 14 11½	- -	- -	117 16 8	
h, St. Ni-, Boys, Girls, fants - N.S.	720 10 0	Mar. 18, 1853	16 11 2	71 5 0	37 18 4	84 16 8	
h, Church masters' ation - -	-	- - -	4 0 0½				
h, Great - B.S.	- - -	- - -	5 0 0	- -	- -	106 5 0	
- - N.S.	60 0 0	Jan. 5, 1844					
- - ,,	32 0 0	Nov. 20, 1850					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
NORTHAMPTONSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
Braunston, Infants N.S.	90 0 0	May 14, 1847					
Braybrooke - - N.S.	*25 0 0	June 28, 1837					
Brington, Great - N.S.	- - -	- - -	2 0 0	- -	- -	15 0 0	
Burton Latimer, Endowed Free School -	80 0 0	Jan. 23, 1852					
Bugbrooke - - N.S.	125 0 0	June 27, 1845	3 0 0				
" - - "	27 0 0	Mar. 14, 1846					
Cogenhoe - - N.S.	45 0 0	July 29, 1843					
Corby - - - B.S.	- - -	- - -	- -	- -	- -	15 0 0	
Cosgrove - - N.S.	90 0 0	Mar. 7, 1845					
Creaton, Great - N.S.	100 0 0	Aug. 20, 1845					
" - - "	5 19 0	Apr. 1, 1847					
Crick, Girls and Infants - N.S.	60 0 0	June 8, 1847					
Crick, Boys - - N.S.	60 0 0	July 22, 1848					
Dallington - - N.S.	52 0 0	July 13, 1842					
Desborough - - N.S.	47 0 0	Oct. 15, 1844	- -	42 10 0			
Finedon, Endowed, Free - - - N.S.	70 0 0	Jan. 28, 1854					
Gayton - - - N.S.	56 0 0	Aug. 4, 1846					
Glinton with Peakirk - - - N.S.	110 0 0	May 29, 1846					
Harleston - - N.S.	- - -	- - -	1 13 4½	15 2 6			
Harpole - - - N.S.	- - -	- - -	1 6 9	20 0 0			
Harrowden, Little, Endowed Free School -	70 0 0	Feb. 27, 1851					
Irchester - - N.S.	120 0 0	Nov. 8, 1849					
Kettering - - N.S.	- - -	- - -	5 0 0	9 12 6	- -	15 0 0	
Kettering - - B.S.	*250 0 0	Nov. 11, 1835					
Kilsby - - - N.S.	*30 0 0	Oct. 16, 1839	1 6 8½				
Kingsthorpe - - N.S.	85 0 0	Sept. 1, 1841					
Middleton Cheney N.S.	- - -	- - -	1 6 8½				
Moulton - - N.S.	110 0 0	Dec. 29, 1843	1 13 6				
Naseby - - N.S.	92 0 0	Mar. 14, 1846	- -	- -	- -	24 15 10	
Northampton, Blue Coat - - - N.S.	- - -	- - -	0 16 8½	11 10 0			
Northampton, St. Giles' - - - Par.	- - -	- - -	13 3 8½	24 15 0	- -	659 15 0	
Northampton, All Saints' - - N.S.	*316 0 0	March 1840	12 15 11½	177 1 8	- -	1,125 5 0	
" " - "	11 0 0	Nov. 7, 1848					
" " - "	117 15 0	Nov. 24, 1849					
Northampton, All Saints', South Quarter, Infants N.S.	- - -	- - -	3 0 1½	54 3 4	- -	32 10 0	
Northampton, St. Katherine's - N.S.	230 0 0	April 12, 1845	5 13 5	37 16 8	- -	292 5 0	
" - "	7 0 0	May 19, 1849					
Northampton, St. Sepulchre's - N.S.	420 0 0	Feb. 6, 1846	10 2 0½	104 13 4	- -	365 16 8	
" " - "	40 0 0	Jan. 24, 1850					
Northampton - B.S.	640 0 0	Aug. 26, 1846					
Northamptonshire, North, Church Schoolmasters' Association -	- - -	- - -	1 8 4½				
Orlingbury - - N.S.	103 0 0	July 6, 1847					
Oundle, Boys, Girls and Infants - N.S.	133 0 0	Nov. 19, 1842	5 5 1½	- -	- -	199 2 6	
" " - "	58 0 0	Mar. 29, 1844					
" " - "	4 10 6	Apr. 14, 1848					
Oundle - - - B.S.	- - -	- - -	7 11 1½	12 7 6	- -	206 0 0	
Peterborough, Inf. N.S.	210 15 0	Oct. 23, 1851	2 5 6½	11 0 0			
Peterborough - B.S.	*150 0 0	Aug. 5, 1837					
Pitsford - - - N.S.	52 10 0	Feb. 6, 1844					
Rockingham - - N.S.	- - -	- - -	1 19 7	28 10 0	- -	158 15 0	
Rowell - - - B.S.	*100 0 0	Sept. 12, 1835					
Sibbertoft - - N.S.	60 0 0	June 27, 1848	0 11 11				
Spratton - - N.S.	- - -	- - -	1 16 0½				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
NORTHAMPTONSHIRE —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Stanwick - - N.S.	*54 0 0	May 27, 1840					
Sutton, King's - N.S.	180 0 0	Dec. 15, 1847					
Thornhaugh - - N.S.	- - -	- - -	- - -	57 3 4			
Thrapstone - - N.S.	112 10 0	June 19, 1851					
Titchmarsh - - N.S.	120 0 0	Apr. 25, 1843	2 5 10½	- -	- -	19 6 8	
" - - -	6 0 0	Mar. 28, 1851					
Towcester - - N.S.	213 15 0	Jan. 2, 1851					
Weedon, Lois - N.S.	96 0 0	Dec. 22, 1848					
Welford and Sulby, Endowed - - N.S.	70 10 0	Feb. 28, 1852	2 0 3				
Whitfield - - N.S.	*25 0 0	Dec. 29, 1838					
Wilbarston - - N.S.	33 0 0	Mar. 17, 1846					
Wootton - - N.S.	*46 0 0	Jan. 19, 1839					
NORTHUMBERLAND.							
Acklington - - N.S.	- - -	- - -	2 6 8½	27 10 0	- -	13 0 0	6 4 0
Acomb Township, Ch. School	- - -	- - -	1 6 8				
Allenheads - - N.S.	†50 0 0	Dec. 9, 1840	- -	- -	- -	78 8 4	
Allenheads, St. Peter's - - N.S.	30 0 0	Dec. 13, 1847	- -	- -	- -	222 0 0	12 16 0
Alnwick - - N.S.	315 0 0	Oct. 12, 1850	3 18 6	- -	- -	319 12 6	
Alnwick (Duke of Northumberland's) N.S.	- - -	- - -	- -	54 3 4	- -	30 0 0	
Alnwick - - B.S.	127 0 0	Sept. 9, 1840					
Alnwick - - - R.C.	- - -	- - -	- -	- -	- -	3 6 8	
Bellingham, Endowed Free Grammar School	98 5 0	July 30, 1852	3 6 8				
Belford - - - N.S.	*58 0 0	Oct. 14, 1837	2 6 0				
Berwick-upon-Tweed Charity - N.S.	- - -	- - -	9 7 11½	77 15 0	- -	221 0 0	
Berwick-upon-Tweed - - B.S.	70 0 0	July 5, 1841	- -	11 0 0	- -	105 10 8	
Berwick-upon-Tweed - - R.C.	- - -	- - -	1 13 4½				
Berwick-on-Tweed P.U.	- - -	- - -	- - -	- -	- -	14 3 4	
Broomhaugh, Village - - N.S.	- - -	- - -	1 5 6½				
Chatton - - - N.S.	- - -	- - -	2 1 0½				
Chillingham - - N.S.	*45 0 0	Nov. 27, 1835					
Corbridge - - N.S.	*45 0 0	Sept. 16, 1835					
Cornhill - - N.S.	*40 0 0	June 30, 1838					
Crookham - - N.S.	104 10 0	Mar. 23, 1842					
Elsdon - - - N.S.	- - -	- - -	2 12 2	16 10 0	- -	202 7 6	
Harbottle - - N.S.	*36 0 0	June 29, 1836					
Hartburn - - N.S.	85 0 0	Oct. 15, 1844	- -	- -	- -	30 12 6	
" - - -	5 0 0	Nov. 21, 1845					
Heddon-on-the-Wall N.S.	200 0 0	Sept. 12, 1854	- -	41 13 4	- -	63 16 8	14 13 0
Hexham, St. Mary's R.C.	- - -	- - -	- -	- -	- -	1 13 4	
Hexham, Subscription - - - N.S.	- - -	- - -	2 16 8½	44 0 0	- -	102 10 0	
Hollywell Colliery - B.S.	*25 0 0	Oct. 24, 1838	1 7 7				
Horncliffe - - B.S.	- - -	- - -	- -	16 10 0			
Horsley, Long - Par.	- - -	- - -	1 8 0½				
Howden Pans - B.S.	50 0 0	Jan. 4, 1840	3 2 1				
Kenton - - - N.S.	121 0 0	Feb. 17, 1847					
Longhurst - - N.S.	56 0 0	Dec. 27, 1847	1 5 6½				
Lowick - - - N.S.	75 0 0	Nov. 30, 1842					
Lowick - - - B.S.	30 0 0	Jan. 15, 1840					
Lucker - - - Par.	- - -	- - -	1 13 4				
Melkridge - - N.S.	*30 0 0	Aug. 16, 1837					
Morpeth - Presbyterian	- - -	- - -	- -	5 0 0			
Morpeth, St. James' N.S.	200 0 0	Jan. 31, 1848	7 13 4½	135 0 0	- -	433 17 6	
" " - "	67 0 0	Dec. 1, 1853					

† This school is pulled down.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
NORTHUMBERLAND —*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Morpeth - - B.S.	*200 0 0	Jan. 9, 1839					
Newborough, Boys N.S.	99 1 8	June 28, 1854	0 15 4				
Newcastle-upon-Tyne, St. Thomas' N.S.	130 0 0	Aug. 7, 1852	- -	55 0 0	- -	489 7 6	
Newcastle-upon-Tyne, St. Andrew's N.S.	*166 0 0	Sept. 7, 1839	- -	98 6 8	- -	571 19 2	
Newcastle-upon-Tyne, St. Nicholas', (Castle Garth) - N.S.	*150 0 0	Jan. 1, 1840					
" " -	28 0 0	Feb. 9, 1841					
Newcastle-upon-Tyne, St. John's N.S.	*335 0 0	Dec. 19, 1838	10 7 8	97 0 0	- -	624 6 8	
Newcastle-on-Tyne Ragged S.	- - -	- - -	1 8 1	21 13 4			
NewcastleChurchSchoolmasters' Association -	- - -	- - -	0 8 4½				
Newcastle-on-Tyne (Sallyport) Infts. B.S.	- - -	- - -	- -	16 13 4			
Newcastle-upon-Tyne, St. Andrew's, R.C.	- - -	- - -	17 9 2½	118 15 0	- -	743 13 4	
Ninebanks - - N.S.	12 0 0	July 17, 1844					
" - - "	35 0 0	Jan. 9, 1848					
Norham - - N.S.	121 0 0	Jan. 27, 1846	6 2 1½	13 0 0	- -	381 5 0	
Ord, East - - B.S.	35 0 0	Sept. 5, 1840					
Ovington - - N.S.	60 0 0	Feb. 28, 1845	4 3 4	13 15 0	- -	62 5 0	
" - - "	33 5 8	Dec. 17, 1851					
Rochester - - N.S.	- - -	- - -	2 10 0½				
Scremerston - N.S.	63 0 0	June 16, 1842	4 6 8	- -	- -	398 19 2	
Seaton Burn - B.S.	*20 0 0	Mar. 19, 1836					
Shields, North - N.S.	*300 0 0	Jan. 4, 1840					
Shields, North, Presbyterian.	250 0 0	Sept. 16, 1844	3 14 4	- -	- -	206 16 8	
Shields, North - R.C.	- - -	- - -	4 1 1½	41 17 6	- -	150 3 4	
Shields, North Union B.S.	- - -	- - -	- -	- -	- -	8 6 8	
Shoreswood - N.S.	120 0 0	June 24, 1846	3 10 7½	- -	- -	83 0 0	
" - - "	11 9 0	Mar. 31, 1853					
Spittle - - B.S.	*75 0 0	Apr. 15, 1839					
Sugleyfield - - N.S.	*100 0 0	Dec. 9, 1838					
Tynemouth - - B.S.	*223 0 0	Feb. 13, 1839	4 0 0½				
Warrenford - - B.S.	*20 0 0	July 14, 1841					
Whelpington, Kirk Par.	- - -	- - -	- -	- -	- -	25 0 0	
Whitley Chapel - N.S.	70 0 0	Dec. 15, 1849	1 13 4½				
Whittonstall - - N.S.	50 0 0	Jan. 3, 1847	12 8 4½	35 0 0	- -	32 10 0	6 10 0
Wingates - - N.S.	26 10 0	Feb. 2, 1842					
Witton, Nether - N.S.	- - -	- - -	1 17 0				
Wooler - - - N.S.	*70 0 0	Nov. 21, 1838					
Wylam - - Ch. Sch	- - -	- - -	- -	10 0 0	- -	10 0 0	
NOTTINGHAMSHIRE.							
Averham - - N.S.	- - -	- - -	1 13 4				
Arnold - - - N.S.	172 0 0	Nov. 24, 1845					
Balderton - - N.S.	283 0 0	May 12, 1847	2 0 8½				
Barnby in the Willows (Infants) N.S.	57 0 0	Apr. 15, 1851	- -	- -	- -	- - -	4 12 0
Basford - - - N.S.	390 0 0	Apr. 14, 1846	2 19 3				
Beeston - - - N.S.	*144 0 0	Nov. 11, 1835	3 4 0				
Besthorpe - - N.S.	40 0 0	July 2, 1845					
Blidworth - - N.S.	425 0 0	Aug. 30, 1848	2 6 8				
Bramcote - - N.S.	*50 0 0	Apr. 22, 1837					
" "	5 10 8	Feb. 11, 1847					
Carrington - - N.S.	*75 0 0	Feb. 24, 1836					
Coddington - - N.S.	53 0 0	Oct. 27, 1847	1 8 10	12 10 0	- -	50 1 8	3 18 0
" "	18 9 0	Nov. 18, 1847					
Collingham, South N.S.	*60 0 0	Sept. 5, 1840	4 9 11½	51 0 0	- -	183 15 0	
" " - "	13 0 0	Oct. 21, 1845					

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	Amount.	Date of Payment.					
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
NOTTINGHAMSHIRE—*cont.*							
Costock - - - N.S.	*50 0 0	Apr. 10, 1841					
Cotes, Old - - N.S.	*50 0 0	Mar. 22, 1837					
Dunham - - N.S.	215 0 0	Aug. 28, 1845	1 6 3	- -	- -	49 3 4	
Eastwood - - N.S.	*60 0 0	Jan. 4, 1837					
Farnsfield - Wes.	- - -	- - -	4 0 0	- -	- -	- - -	6 17 0
Hyson Green, St. Paul's N.S.	149 0 0	Mar. 23, 1848	1 4 6½	- -	- -	15 0 0	4 9 0
Kingston-on-Soar - N.S.	- - -	- - -	1 0 8	14 0 0			
Lambley - - - N.S.	90 0 0	Oct. 28, 1851					
Lenton, Boys, Girls, and Infants - N.S.	150 0 0	Nov. 22, 1842	14 1 2½	153 6 8	30 0 0	678 17 8	
„ - - - - „	10 2 6	Nov. 7, 1848					
„ - - - - „	19 6 8	Jan. 2, 1850					
„ - - - - „	80 0 0	Jan. 12, 1850					
„ - - - - „	135 0 0	June 29, 1852					
„ - - - - „	55 0 0	May 6, 1853					
Lowdham - - N.S.	100 0 0	Mar. 8, 1844	3 13 8½				
„ - - - „	179 5 0	Oct. 27, 1853					
Mansfield Wood-house - - - N.S.	200 0 0	Aug. 7, 1846	4 3 4½	47 0 0	- -	15 0 0	
Mansfield Wood-house - - - Wes.	- - -	- - -	3 10 5	12 0 0	- -	142 15 0	
Newark, Ch. Ch. - N.S.	65 0 0	May 18, 1849	13 7 0½	- -	- -	154 0 0	
„ - - - - „	360 0 0	Apr. 11, 1850					
Newark - upon-Trent - - N.S.	*125 0 0	Nov. 17, 1838					
Newark - upon-Trent - - - Wes.	- - -	- - -	11 11 8½	121 10 0	- -	485 0 0	
Newthorpe - - N.S.	50 0 0	Sept. 29, 1841					
Nottingham, St. John's - - N.S.	517 0 0	July 6, 1847	5 18 8	- -	- -	201 10 0	
Nottingham, St. Mary's - - N.S.	*300 0 0	Dec. 10, 1834					
„ - - - - „	92 17 0	June 24, 1848					
Nottingham, Trinity - - - N.S.	603 0 0	July 6, 1847	14 14 6½	157 18 4	- -	597 3 4	
„ - - - - „	5 3 4	Apr. 14, 1848					
Nottingham, High Pavement - B.S.	*550 0 0	Jan. 14, 1835	1 6 7	- -	- -	149 10 0	
Nottingham, St. Mary's - - R.C.	- - -	- - -	5 6 0½	- -	- -	427 5 0	
Nottingham, St. Barnabas' - - R.C.	- - -	- - -	5 18 5½	54 16 8	- -	115 0 0	
Ollerton, Boys, Girls, and Infants - N.S.	150 0 0	Apr. 22, 1842	13 8 4½	90 5 0	- -	765 10 10	19 2 0
Radford, Old - - N.S.	150 0 0	Oct. 8, 1841	3 5 6¼	- -	- -	75 0 0	
Radford, New, Inf. N.S.	454 0 0	May 5, 1852	3 18 5				
Retford, East - N.S.	- - -	- - -	- - -	- -	- -	129 6 8	
Snenton - - N.S.	*150 0 0	Nov. 22, 1837	3 4 2	44 1 8	- -	26 9 2	
Southwell, Trinity N.S.	165 0 0	Aug. 14, 1848	- - -	- -	- -	132 0 0	10 4 0
Sutton in Ashfield N.S.	300 0 0	Aug. 25, 1847	3 10 1	- -	- -	61 7 6	
„ „ „ - „	16 13 4	May 19, 1849					
Sutton in Ashfield (Eastfield Side) - B.S.	*125 0 0	Dec. 21, 1836					
Sutton-upon-Trent N.S.	*50 0 0	Mar. 17, 1838					
Sutton Bonnington N.S.	100 0 0	May 28, 1845	2 1 5				
„ „ - „	40 0 0	Aug. 19, 1845					
Weston Endowed, Ch. of Eng. Sch.	- - -	- - -	1 10 1½				
Worksop Abbey - N.S.	100 0 0	Aug. 3, 1841	12 8 6½	- -	- -	357 2 6	
„ - - - „	6 1 0	July 3, 1848					
OXFORDSHIRE.							
Assendon - - R.C.	- - -	- - -	1 3 2	- -	- -	15 0 0	
Aston Rowant - N.S.	70 0 0	Nov. 7, 1844					
Baldon - - - N.S.	- - -	- - -	1 16 0½				
Banbury - - N.S.	- - -	- - -	3 4 8	36 0 0	- -	270 10 0	
Banbury, Boys and Girls - - - B.S.	80 0 0	May 13, 1853	1 19 1½	54 3 4	- -	234 5 0	

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
		Amount.	Date of Payment.					
OXFORDSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Banbury, Central, Infants	B.S.	- - -	- - -	- - -	11 15 4	- -	54 5 10	
Banbury	R.C.	- - -	- - -	3 3 4	15 3 4	- -	29 0 0	
Beckley	N.S.	- - -	- - -	1 9 9	- -	- -	49 3 4	
Benson, or Bensington	N.S.	127 0 0	Feb. 21, 1852	2 6 8½	- -	- -	35 5 0	7 16 0
Benson, or Bensington	B.S.	- - -	- - -	4 3 4½	- -	- -	29 0 0	8 9 0
Bicester	N.S.	45 0 0	Nov. 17, 1836					
Bradwell, Ch. Sch.	-	- - -	- - -	1 0 0½	- -	- -	15 0 0	
Cadmore End, Mixed	N.S.	129 0 0	July 6, 1854					
Charlbury	B.S.	- - -	- - -	2 5 4½	- -	- -	- - -	3 19 0
Cherwell, Infants	B.S.	- - -	- - -	1 11 3	4 11 8	- -	66 5 0	
Chinnor	B.S.	54 0 0	Nov. 7, 1843					
Churchill and Sarsden	N.S.	- - -	- - -	2 0 7½	72 0 0	- -	192 15 0	
Cowley	N.S.	- - -	- - -	- - -	16 5 0	- -	15 0 0	9 19 0
Cuddesden	N.S.	68 0 0	Mar. 25, 1848	2 2 1	15 0 0	- -	51 13 4	7 5 0
Culham	N.S.	67 10 0	Sept. 25, 1850	1 13 4				
Deddington, Boys and Girls	N.S.	400 0 0	June 13, 1854					
Dorchester	N.S.	*20 0 0	Aug. 22, 1837					
Ensham	N.S.	228 3 6	Aug. 5, 1847					
Enstone	N.S.	*56 0 0	Dec. 6, 1837					
Hailey	N.S.	60 0 0	Dec. 27, 1848	1 9 0½				
Headington	N.S.	170 0 0	May 23, 1848	3 3 11				
"	"	40 0 0	Sept. 6, 1849					
Henley-on-Thames	N.S.	599 0 0	Aug. 13, 1856	5 4 6½	58 15 0	- -	201 10 0	16 4 0
Ibstone	Ch.Sch.	- - -	- - -	1 6 4½	7 0 0			
Iffley	Ch.Sch.	- - -	- - -	- - -	- -	- -	- - -	3 10 0
Kidlington	N.S.	- - -	- - -	3 19 10				
Launton	N.S.	100 0 0	Dec. 1, 1846	1 9 0½	46 10 0	- -	- - -	6 8 0
"	"	12 17 2	July 23, 1851					
Leafield	N.S.	*65 0 0	Oct. 24, 1840					
Leigh, North	N.S.	*48 0 0	Dec. 22, 1838					
Lewknor	N.S.	*83 0 0	Oct. 21, 1837	1 19 6½	- -	- -	144 10 0	4 15 0
"	N.S.	3 15 0	Jan. 14, 1851					
Newington, South	N.S.	*67 0 0	Feb. 7, 1838	1 12 3½				
Norton, Chipping	N.S.	*106 0 0	Jan. 20, 1838	2 3 4½	34 0 10	- -	15 0 0	
Norton, Chipping, Boys and Girls	B.S.	300 0 0	Oct. 21, 1854	2 16 1½				
Nuneham	N.S.	- - -	- - -	3 0 7½	78 6 8	- -	223 6 4	14 9 0
Oxford, Practising School	-	146 5 0	Aug. 29, 1853					
Oxford, Diocesan Board	-	- - -	- - -	39 5 9				
Oxford, St. Aldate's	N.S.	*72 0 0	April 26, 1837					
Oxford, St. Giles'	N.S.	*110 0 0	Mar. 11, 1838	1 1 10				
Oxford, St. Mary's	N.S.	- - -	- - -	- - -	- -	- -	99 3 4	
Oxford, St. Paul's	N.S.	180 0 0	Feb. 12, 1848	1 12 4½	32 13 4	- -	104 13 4	
Oxford, Blue Coat School	-	- - -	- - -	3 0 5½	5 0 0			
Oxford, City	P.U.	- - -	- - -	- - -	- -	- -	5 0 0	
Ramsden	N.S.	68 0 0	Feb. 11, 1848	1 0 0				
Rollright, (Great), Mixed	N.S.	55 15 0	Oct. 19, 1853					
Rotherfield (Grey's)								
Trinity, Infants	N.S.	60 0 0	Feb. 21, 1851					
Sandford	N.S.	45 0 0	Nov. 12, 1843					
Shiplake	N.S.	- - -	- - -	2 0 0½				
Shipton-under-Wychwood, Boys	N.S.	255 0 0	Oct. 27, 1854					
Southstoke	N.S.	30 0 0	Feb. 12, 1848					
Summertown	N.S.	86 0 0	Nov. 2, 1848					
Sydenham (Wenman's)	N.S.	50 0 0	Nov. 21, 1851					
Tackley	N.S.	54 0 0	Aug. 21, 1841					
Tetsworth	N.S.	100 0 0	Oct. 17, 1849					
Tew, Little	N.S.	*30 0 0	Dec. 10, 1836					
"	"	10 0 0	Mar. 6, 1840					

ame and mination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
DSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
loys & Girls N.S.	*120 0 0	May 30, 1838					
Infants - „	60 0 0	Dec. 8, 1843					
- - - „	- - -	- - -					
- - - B.S.	*150 0 0	Oct. 9, 1837					
ough - - N.S.	45 0 0	Nov. 28, 1846					
ton - - N.S.	50 0 0	Mar. 30, 1844					
- - - N.S.	*47 0 0	May 20, 1837	4 9 9½	14 0 0	- -	198 15 0	
- - - Wes.	- - -	- - -	3 6 8	- -	- -	63 0 0	14 7 0
te - - N.S.	*35 0 0	July 19, 1837					
ANDSHIRE.							
- - Ch. Sch.	- - -	- - -	- -	20 11 8			
n - - N.S.	40 0 0	Oct. 13, 1847					
a - - N.S.	77 0 0	Sept. 28, 1849					
am, Foster,							
y - - N.S.	- - -	- - -	1 4 3½	- -	- -	37 10 0	
on - - N.S.	*30 0 0	Feb. 7, 1838					
- - - „	25 0 0	Nov. 13, 1848					
am, South - N.S. (Model), Girls, and	76 0 0	June 3, 1847	1 0 6½				
s - - N.S.	589 15 0	July 7, 1852	6 5 0	38 16 8	- -	15 0 0	
- - - N.S.	*50 0 0	June 1, 1839					
am - - N.S.	- - -	- - -	2 4 9½	89 10 0			
EOPSHIRE.							
utrnell - N.S.	32 0 0	Dec. 19, 1848	1 8 3½	- -	- -	- - -	1 8 0
Whitchurch N.S.	88 0 0	July 19, 1849	1 5 8				
ader Edg-							
- - - N.S.	60 0 0	October 1841					
- - - N.S.	45 0 0	April 10 1843					
y, Mixed - N.S.	96 7 6	Mar. 28, 1854					
ton - - N.S.	32 0 0	May 28, 1844	1 4 6				
Castle - N.S.	50 0 0	Dec. 15, 1843	4 19 11½	36 5 0	- -	285 1 8	8 2 0
- - „	3 17 0	Feb. 1, 1848					
- - „	6 13 4	June 22, 1848					
l - - Par.	- - -	- - -	1 16 8				
orth - - N.S.	14 17 6	Apr. 14, 1851	5 15 10½	100 10 0	- -	312 3 4	
orth, St.							
s, - - N.S.	156 19 0	Sept. 16, 1848	3 15 3½	8 15 0	- -	89 0 0	
- - „	9 19 8	Jan. 23, 1852					
orth, School- rs' Association -	- - -	- - -	0 16 8½				
n - - N.S.	105 0 0	Jan. 19, 1846	1 7 5½	- -	- -	- - -	3 0 0
- - - N.S.	16 4 9	May 9, 1850	4 18 4½	9 12 6	- -	195 6 8	
a - - N.S.	*47 0 0	Jan. 17, 1835					
sh - - N.S.	80 0 0	Jan. 29, 1851	2 0 0				
ad - - N.S.	- - -	- - -	1 17 10½				
- - N.S.	120 0 0	Feb. 1842					
- - „	25 0 0	Feb. 17, 1847					
ury - N.S.	- - -	- - -	1 12 0				
gton-Wood, nd Infants N.S.	- - -	- - -	6 10 5	77 6 8	- -	224 8 4	13 14 0
, Little - N.S.	50 0 0	Dec. 29, 1851	- -	- -	- -	- - -	12 5 0
, Market - N.S.	*170 0 0	Mar. 26, 1836					
tone, Sub-							
on - - N.S.	- - -	- - -	1 16 3½				
ton - - N.S.	25 0 0	Oct. 2, 1847					
re - - N.S.	- - -	- - -	1 12 10½	43 15 0	- -	32 10 0	
onstantine N.S.	42 0 0	Mar. 15, 1850	1 13 11½				
n, Welsh - N.S.	53 10 0	Feb. 11, 1851	1 16 6	- -	- -	- - -	4 12 0
k - - N.S.	*60 0 0	Aug. 10, 1839	- -	- -	- -	- - -	3 8 0
- - - N.S.	*80 0 0	Oct. 10, 1838	2 4 9	- -	- -	- - -	9 11 0
- - - N.S.	70 0 0	July, 25, 1845					
y - - Par.	- - -	- - -	1 16 8				
- - - N.S.	20 0 0	Nov. 24, 1846					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
SHROPSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Jackfield - - N.S.	160 0 0	Oct. 2, 1845	3 2 8½	- - -	- -	114 2 6	2 13 0
Kinlet - - - N.S.	58 0 0	April 9, 1844	1 13 4½				
Lilleshall - - N.S.	- - -	- - -	5 5 8½	73 15 0	- -	128 13 4	12 6 0
Lodge, St. Martin's N.S.	127 5 0	June 11, 1853	2 15 4				
Loppington, Mixed N.S.	75 10 0	Mar. 22, 1853					
Madeley - - N.S.	230 0 0	Mar. 19, 1846	4 12 7¾	33 6 8	15 0 0	338 16 8	5 0 0
„ - - „	25 13 4	June 13, 1850					
Madeley Wood - Wes.	- - -	- - -	3 10 0	8 15 0			
Maesbury - - N.S.	42 0 0	Mar. 1841					
Meole Brace - - N.S.	- - -	- - -	2 14 0				
Middle - - Ch. S.	- - -	- - -	2 8 0	16 10 0	- -	32 10 0	5 5 0
Middleton - - R.C.	- - -	- - -	- -	40 0 0	- -	- - -	1 14 0
Middleton in Chirbury - - - N.S.	72 5 0	Feb. 15, 1849	3 5 10	- -	- -	158 16 8	
Moreton - - N.S.	84 0 0	May 27, 1847					
Nash - - - N.S.	75 0 0	July 7, 1847					
Neen and Milson - N.S.	63 0 0	Oct. 21, 1848					
Oldbury (Chance's), Boys, Girls, & Infts. N.S.	340 0 0	June 3, 1852	3 6 2½	48 5 0	- -	32 10 0	
Oldbury - - N.S.	*75 0 0	July 19 1834	6 0 11½	- -	- -	61 10 0	
Oldbury - - Wes.	- - -	- - -	2 16 8½	- -	- -	2 10 0	
Onibury - - N.S.	*30 0 0	Sept. 30, 1837					
Oswestry - - N.S.	338 0 0	Sept. 13, 1842	7 6 10	155 14 2	- -	376 16 8	
„ - - „	22 0 0	Aug. 12, 1854					
Oswestry - - B.S.	*150 0 0	Mar. 13, 1841					
Porthywaen - - N.S.	*60 0 0	April 10, 1839					
Prees - - - N.S.	160 0 0	May 15, 1848	1 1 1	35 8 4	- -	- - -	3 0 0
Preston on the Wildmoors - N.S.	25 0 0	Sept. 25, 1846					
„ „ - „	11 13 0	Apr. 15, 1847					
Rhydycroesau - N.S.	85 0 0	Feb. 21, 1851					
Rodington - - N.S.	102 0 0	Dec. 11, 1849	2 17 3½	- -	- -	4 3 4	3 13 0
„ - - „	30 0 0	Aug. 19, 1854					
Ryton - - - N.S.	64 10 0	Nov. 5, 1850					
Sheinton - - N.S.	60 0 0	Feb. 11, 1846					
„ - - „	10 0 0	Feb. 8, 1847					
Shelve - - - N.S.	45 0 0	Aug. 16, 1843					
Shrewsbury, St. Mary's and St. Michael's - - N.S.	- - -	- - -	4 0 10½	- -	- -	44 10 0	
Shrewsbury, St. Chad's - - N.S.	*200 0 0	Sept. 10, 1838					
Shrewsbury, Coleham - - - N.S.	*120 0 0	Jan. 1840 -	2 19 10	- -	- -	146 0 0	
„ „ - „	90 0 0	Jan. 13, 1844					
„ „ - „	75 12 8	Nov. 16, 1849					
Shrewsbury and Shropshire Schoolmasters' Association - - - -	- - -	- - -	2 10 10½				
Shrewsbury - - B.S.	- - -	- - -	9 10 1	37 2 6	- -	185 13 4	
South-East Salop, District Union School -	- - -	- - -	- -	- -	- -	5 0 0	
Stottesdon - - N.S.	*125 0 0	Apr. 11, 1838					
Tilstock - - N.S.	*60 0 0	Jan. 27, 1838	0 13 9				
Wellington - - N.S.	31 15 0	June 13, 1848	5 7 6½	- -	- -	112 0 0	
Wem - - - N.S.	150 0 0	Jan. 1840	2 11 9½	- -	- -	- - -	12 15 0
Wem - - - B.S.	*200 0 0	Nov. 8, 1840					
Wenlock, Much - N.S.	207 0 0	Feb. 24, 1849	5 0 0½	20 0 0	- -	105 10 0	5 11 0
Westbury - - N.S.	173 0 0	June 24, 1850	4 13 4	18 0 0	- -	35 16 8	11 2 0
Whitchurch, (Boys Endowed) - - N.S.	32 0 0	Feb. 28. 1854	5 12 5½	15 0 0	- -	266 16 8	
Whitchurch (Girls) N.S.	- - -	- - -	2 13 4	- -	- -	29 0 0	
Whittington. Boys and Girls - - N.S.	214 10 0	May 23, 1854	1 4 6½				
Whixall - - - N.S.	100 0 0	Apr. 6, 1850					
„ - - - „	50 0 0	July 10, 1850					
Wombridge, Oakengates - - - N.S.	204 0 0	March 1846	2 12 0½	- -	- -	86 18 4	
- - „	4 16 8	July 16, 1849					

and tion of ol.	Grants for Building, Enlargement, Improvements, or Fixtures.				Grants for School Books and Maps.			Grants to Certificated Teachers.			Grants to Assistant Teachers.			Grants on account of Pupil-teachers.			Capitation Grants.		
	Amount.			Date of Payment.															
E—*cont.*	£	s.	d.		£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
mard's N.S.	42	0	0	Oct. 25, 1842	0	5	0												
" - "	12	0	0	Aug. 1844															
" - "	5	0	0	Apr. 29, 1847															
" - "	52	0	0	Dec. 1, 1854															
- - N.S.	93	0	0	Mar. 12, 1852	3	2	0½	-		-	-		-	46	10	0	3	10	0
ic, Boys																			
- - N.S.	80	0	0	May 23, 1854	3	15	10	54	0	0	-		-	112	18	4	7	1	0
ie Wood																			
N.S.	-	-	-	- - -	3	19	7												
TSHIRE.																			
- - N.S.	*35	0	0	Sept. 1833															
- - N.S.	50	0	0	Mar. 13, 1847															
- - N.S.	-	-	-	- - -	-		-	10	10	0									
West N.S.	*40	0	0	April 1838															
Trinity,																			
irls - N.S.	*115	0	0	May 30, 1838	3	12	0												
t, St.																			
uinea																			
- - N.S.	450	0	0	Nov. 16, 1842	10	4	4½	27	10	0	-		-	869	15	0			
- "	13	15	6	July 16, 1849															
"	16	9	4	July 3, 1850															
- "	15	15	0	Oct. 2, 1851															
- "	16	10	0	Mar. 11, 1854															
nouth																			
ntral,																			
irls - N.S.	25	10	1	Dec. 5, 1850	11	0	0½	111	5	0	-		-	632	10	0			
" - "	38	6	8	Mar. 20, 1851															
" - "	23	15	2	June 18, 1852															
- "	140	0	0	Feb. 22, 1854															
Hill - N.S.	-	-	-	- - -	-		-				-		-	105	0	0			
ad St.																			
ants - N.S.	7	12	6	Dec. 5, 1850	4	3	8	49	16	8	-		-	287	0	0			
" - "	12	6	8	Feb. 14, 1853															
our's - N.S.	150	0	0	Apr. 2, 1846	5	7	10	37	10	0	-		-	105	5	10			
" - "	9	6	0	Dec. 18, 1851															
- - P.E.	-	-	-	- - -	-		-	-		-	-		-	132	8	4			
- - R.C.	-	-	-	- - -	2	15	10	34	10	0	-		-	70	16	8			
Bath																			
xed) - B.S.	440	0	0	July 1, 1851															
Dean-																			
- - -	3	15	0	Feb. 8, 1847															
- - N.S.	*252	0	0	Mar. 1838	15	14	2½	74	0	0	-		-	952	14	2			
" - "	65	0	0	Feb. 23, 1847															
" - "	4	1	0	April 14, 1848															
" - "	23	6	8	Sept. 23, 1852															
- - B.S.	283	0	0	Feb. 27, 1847	6	4	1	37	3	4	-		-	592	10	0			
- - N.S.	70	0	0	June 13, 1843	0	19	11½												
lishop-																			
- - N.S.	100	0	0	June 17, 1842	3	4	4½												
" - "	9	16	8	June 10, 1852															
ed) - N.	146	1	0	Aug. 30, 1834	-		-	6	13	4									
- - N.S.	50	0	0	Jan. 28, 1845															
- - N.S.	70	0	0	Dec. 1, 1841															
- - "	8	3	6	July 24, 1846															
Walcot,																			
faints - N.S.	111	0	0	May 18, 1846															
Girls - N.S.	27	10	0	June 14, 1853	3	6	8	11	0	0	-		-	75	0	0			
(Dr.																			
- - N.S.	-	-	-	- - -	4	11	8½	38	0	0	-		-	192	10	0			
(Provi-																			
lufts. - B.S.	-	-	-	- - -	-		-	18	8	4	-		-	28	15	0			
- - Wes.	-	-	-	- - -	2	13	4½												
alph - N.S.	-	-	-	- - -	-		-	-		-	-		-	-	-	-	0	12	0
- - N.S.	*22	0	0	Nov. 1840															
's and																			
- - N.S.	171	15	0	Feb. 3, 1853	-		-			-	-		-	13	6	8			
nham - N.S.	102	0	0	May 22, 1849															

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Butleigh - - - N.S.	151 0 0	June 24, 1846	2 7 8½				
" " - - "	40 0 0	Jan. 21, 1854					
Cannington - - N.S.	*140 0 0	April 1836	3 16 6½	43 17 6	- -	176 5 0	4 2 0
Castle Cary - - N.S.	216 0 0	Jan. 24, 1845	1 17 7½	- -	- -	- - -	2 15 0
" - - - "	20 0 0	Nov. 18, 1847					
Catcott - - - N.S.	37 10 0	Mar. 3, 1843					
Cheddar - - - N.S.	- - -	- - -	2 8 4½				
Cheddon Fitzpaine - N.S.	80 0 0	Mar. 23, 1847					
Chilton upon Polden - - - N.S.	*30 0 0	April 1840					
Cleeve, Old - - N.S.	35 0 0	Aug. 28, 1854	3 2 3½	- -	- -	- - -	6 2 0
Clevedon - - N.S.	*25 0 0	Dec. 1835	3 15 0	27 10 0	- -	142 1 8	
Clutton - - - N.S.	*44 0 0	May 1839					
Coker, East, Juvenile and Infant - B.S.	- - -	- - -	3 19 11½	7 3 4	- -	81 10 0	
Coleford, Boys & Girls N.S.	*60 0 0	May 6, 1835	2 14 11½				
" " - "	102 0 0	May 4, 1849					
" " - "	6 13 4	Nov. 23, 1853					
Combe Down - - N.S.	30 0 0	Nov. 30, 1847	1 0 11	- -	- -	83 15 0	
" - - "	5 10 0	Jan. 23, 1852					
Combe Florey - N.S.	30 0 0	July 8, 1846					
Compton Bishop - N.S.	50 0 0	Apr. 27, 1844					
Compton Martin - N.S.	55 0 0	Nov. 22, 1843					
Congresbury - - N.S.	- - -	- - -	2 14 0				
Corston - - - N.S.	60 0 0	Oct. 26, 1844					
" - - "	14 0 0	Sept. 1, 1845					
Coxley - - - N.S.	60 0 0	Sept. 20, 1843					
Crewkerne - - N.S.	250 0 0	Nov. 8, 1848	- - -	53 15 0	- -	50 16 8	12 3 0
Curry, North - - N.S.	238 0 0	June 3, 1848	2 0 11½	26 5 0	- -	138 6 8	
Downside, Ch. Ch. - N.S.	40 0 0	Jan. 6, 1842					
Dunkerton - - N.S.	80 0 0	Feb. 28, 1848					
Dunster - - - Wes.	50 0 0	Aug. 2, 1849	4 3 8	69 0 0	- -	180 13 4	4 17 0
" - - "	95 0 0	Nov. 28, 1853					
Eastover, St. John's - - - N.S.	117 0 0	Apr. 12, 1847					
" - - - "	58 10 0	Dec. 17, 1850					
Elworthy - - - N.S.	*30 0 0	Nov. 1838					
Evercreech - - N.S.	75 0 0	Jan. 3, 1842	2 8 11½	104 0 0	- -	146 10 0	20 3 0
" - - - "	1 4 3	July 20, 1847					
Failand - - - N.S.	*40 0 0	Jan. 1839	- -		- -	51 17 6	
" - - - "	20 0 0	Feb. 1, 1848					
" - - - "	3 15 6	June 22, 1848					
Freshford - - N.S.	100 0 0	Dec. 11, 1848	2 18 2	- -	- -	32 10 0	2 1 0
" - - - "	4 15 0	Dec. 19, 1853					
Frome, Ch. Ch. - N.S.	181 0 0	Oct. 24, 1843	1 3 0½				
Frome, Trinity - N.S.	25 0 0	June 25, 1846					
Frome Selwood - N.S.	28 6 6	Aug. 23, 1853	1 17 10½	14 6 8	- -	50 16 8	
Hambridge - - N.S.	100 0 0	Feb. 2, 1847					
Hinton, St. George's N.S.	287 0 0	Dec. 9, 1850					
Hull, Bishop's - - N.S.	129 0 0	Sept. 6, 1848	1 5 3½	- -	- -	43 15 0	2 5 0
Ilchester - - - N.S.	*79 0 0	Nov. 1837	3 5 7½				
Keinton Mandeville - - - N.S.	42 0 0	Apr. 24, 1846					
Ken - - - - N.S.	37 10 0	Mar. 11, 1842					
Kingsdon - - N.S.	*52 0 0	Feb. 1838	3 8 1½				
Limington - - N.S.	*35 0 0	Nov. 1834					
Littleton, High - N.S.	140 0 0	May 15, 1844					
" " - - "	4 11 4	Mar. 31, 1852					
Lovington - - N.S.	- - -	- - -	1 17 0	- -	- -	31 5 0	
Lyncombe, St. Mark's - - - N.S.	25 0 0	July 8, 1853	7 3 5½	16 10 0	- -	479 10 0	
Lyncombe and Widcombe - - N.S.	260 0 0	Apr. 2, 1845	4 9 10½	- -	- -	524 10 0	
Mark - - - N.S.	100 0 0	Oct. 3, 1845					
Martock - - - N.S.	*66 0 0	Feb. 21, 1835	3 10 10	80 0 0	- -	114 16 8	
" - - - "	152 10 0	Jan. 17, 1848					
" - - - "	5 18 0	June 26, 1851					
Middlezoy - - N.S.	100 0 0	Aug. 23, 1844	1 12 0½				
" - - - "	2 18 6	Nov. 7, 1848					
" - - - "	33 0 0	Mar. 13, 1849					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Milverton - - N.S.	- - -	- - -	7 15 2½	96 0 0	- -	426 14 2	
Monksilver - - N.S.	66 0 0	Apr. 1, 1847					
Montacute - - N.S.	126 0 0	May 23, 1848	4 4 10½	- -	- -	78 0 0	
" - - "	9 6 4	Nov. 4, 1852					
Montecleſo - - N.S.	- - -	- - -	1 5 0½				
Mudford - - N.S.	81 0 0	Oct. 26, 1848					
Nailsea, Ch. Ch. - N.S.	150 0 0	Dec. 21, 1844	- -	- -	- -	15 0 0	
" - - "	4 14 0	Oct. 21, 1845					
Nailsea - - - Par.	- - -	- - -	1 19 5	- -	- -	170 4 2	1 16 0
Norton, Midsomer - N.S.	70 0 0	Mar. 11, 1846	3 16 7	- -	- -	42 15 0	
" " - "	15 2 10	June 15, 1849					
" " - "	14 5 5	Aug. 5, 1852					
Norton, St. Philip's N.S.	40 0 0	Jan. 5, 1841					
Paulton - - - N.S.	50 0 0	June 3, 1845	1 13 5½	59 2 6	25 0 5	201 15 0	
" - - "	67 0 0	June 8, 1846					
" - - "	1 11 6	Apr. 15, 1847					
" - - "	5 10 0	Sept. 14, 1847					
" - - "	5 6 8	Oct. 4, 1853					
Pennard, East - N.S.	35 0 0	Mar. 1, 1843					
Pennard, West (Boys, Girls, and Infants) - - N.S.	81 0 0	Jan. 19, 1852	1 4 8	8 5 0	- -	12 1 8	
" - - - "	6 17 0	Mar. 11, 1854					
" - - - "	178 0 0	Dec. 27, 1854					
Penselwood - - N.S.	69 0 0	Oct. 4, 1847					
Petherton, North - N.S.	*150 0 0	Jan. 1859	- -	27 15 0	- -	80 0 0	5 8 0
" - "	28 13 0	July 19, 1854					
Pill (Benevolent Boys' School) - N.S.	- - -	- - -	1 17 4½	- -	- -	109 0 0	6 18 0
Pill - - - B.S.	5 0 0	Sept. 19, 1851	6 1 10½	- -	- -	123 0 0	2 15 0
Pilton - - N.S.	40 0 0	Jan. 7, 1847					
Pitminster - - N.S.	45 0 0	Mar. 14, 1845	2 15 6½	- -	- -	175 0 0	3 4 0
Portishead - - N.S.	2 15 0	Oct. 21, 1845	1 18 10½	24 0 0	- -	359 10 0	
" - - "	83 0 0	Feb. 4, 1847					
" - - "	50 0 0	May 21, 1847					
Radstock - - N.S.	- - -	- - -	2 18 0	15 0 0	- -	153 0 0	
Rimpton - - N.S.	32 0 0	Dec. 13, 1845	1 3 4½				
Rockwell Green - N.S.	- - -	- - -	3 17 5½	- -	- -	83 16 8	8 0 0
Seavington, St. Michael's - N.S.	45 0 0	Aug. 28, 1844					
Shepton Beauchamp - - N.S.	*60 0 0	Mar. 1838					
Shipham - - N.S.	*40 0 0	Apr. 1840					
Stoke Trister - - N.S.	22 0 0	Apr. 5, 1842					
Street and Walton B.S.	4 3 8	Sept. 14, 1847	- -	6 5 0			
Sutton, Bishop's - N.S.	70 0 0	Feb. 7, 1844					
Taunton Central - N.S.	*185 0 0	July 1838 -	5 10 5½	16 5 0	- -	330 11 8	
" - "	3 7 6	June 22, 1848					
" - "	20 0 0	Jan. 14, 1851					
" - "	35 0 0	Aug. 3, 1852					
Taunton, Trinity - N.S.	- - -	- - -	6 0 3½	99 0 0	- -	437 3 4	
Taunton - - B.S.	*200 0 0	Feb. 1, 1840	8 12 8½	57 15 10	- -	109 10 0	
" - - "	29 15 8	May 21, 1853					
Temple Combe - N.S.	60 0 0	Sept. 23, 1845					
Thorn Falcon - N.S.	- - -	- - -	1 0 0				
Tickenham - - N.S.	98 0 0	Apr. 2, 1852					
Treborough - N.S.	- - -	- - -	1 6 8				
Wellington - - N.S.	- - -	- - -	2 4 9	19 5 0	- -	93 5 0	10 7 0
Wellow - - N.S.	128 0 0	Aug. 17, 1852	1 12 7½	- -	- -	- - -	4 13 0
Weston - - N.S.	266 0 0	Dec. 27, 1847	6 5 9½	37 10 0	- -	163 15 0	22 11 0
Weston-super-Mare N.S.	270 0 0	Oct. 25, 1845	6 7 5½	- -	- -	460 12 0	
" - "	50 0 0	Oct. 15, 1852					
Weston Zoyland - N.S.	60 0 0	Mar. 30, 1842	1 10 0				
" - "	6 4 0	Apr. 1, 1847					
Widcombe, Branch, Boys and Girls (Bath) - - Par.	31 5 4	July 20, 1853					
Wincanton - - N.S.	*130 0 0	Oct. 1838	- -	- -	- -	- - -	6 15 0
Winford - - N.S.	96 0 0	Sept. 27, 1847					

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SOMERSETSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Winscombe - N.S.	*50 0 0	Dec. 26, 1835					
Wiveliscombe - N.S.	176 0 0	June 17, 1842					
Wookey - - N.S.	100 0 0	Feb. 21, 1845	1 5 0				
Wraxall - - N.S.	4 8 0	Sept. 23, 1848	2 4 0	5 16 8	- -	127 10 10	
Wrington - - N.S.	*35 0 0	Oct. 1842					
Writhlington - N.S.	30 0 0	Feb. 22, 1847					
Yard - - - N.S.	- - -	- - -	- - -	13 15 0	- -	32 10 0	4 0 0
Yatton - - - N.S.	*72 0 0	June 1835					
" - - - "	105 0 0	Apr. 9, 1844					
" - - - "	4 15 0	Dec. 28, 1853					
Yeovil - - N.S.	250 0 0	Sept. 11, 1846	7 6 3	- -	- -	286 10 0	
" "	18 8 8	Oct. 22, 1852					
STAFFORDSHIRE.							
Adbaston - - N.S.	45 0 0	Nov. 13, 1844					
" - - - "	16 0 0	Nov. 7, 1848					
Alton - - N.S.	108 0 0	Dec. 31, 1845					
Alton, St. John's - R.C.	- - -	- - -	2 10 0½	73 9 2	- -	55 16 8	
Airewas - - - N.S.	- - -	- - -	- - -	8 15 0			
Ambleeote - - N.S.	206 0 0	Apr. 1, 1847 -	2 14 3½				
Arcley, Upper - N.S.	- - -	- - -	1 0 0½	11 13 4	- -	- - -	1 13 0
Aston-in-Stone, St. Michael's - R.C.	- - -	- - -	1 5 4½	21 1 8			
Aston, St. Saviour's N.S.	80 0 0	Nov 8, 1848					
Audley - - Wes.	- - -	- - -	3 6 2½	5 10 0	- -	300 2 6	
Audley, Girls - - N.S.	†*130 0 0	Feb. 11, 1834	2 12 8½				
" " - - "	6 10 0	Oct. 10, 1845					
" " - - "	40 0 0	Feb. 11, 1848					
" " - - "	40 0 0	Aug. 6, 1850					
Betley - - N.S.	- - -	- - -	2 5 10	- -	- -	158 6 8	3 0 0
Biddulph Moor, Boys and Girls - N.S.	155 6 8	Mar. 12, 1853	1 11 11				
Bilston, St. Luke's N.S.	175 10 0	Jan. 10, 1852					
Bilston, St. Mary's N.S.	108 0 0	Jan. 5, 1843	3 7 4½	75 0 0	- -	291 10 0	
" " - "	120 0 0	Oct. 11, 1845					
" " - "	21 0 0	June 26, 1848					
" " - "	40 0 0	Oct. 16, 1851					
Bilston, St. Leonard's - - N.S.	265 0 0	Mar. 23, 1849	4 14 11½	17 10 0	- -	49 17 6	
Bilston - - - B.S.	*150 0 0	June 1, 1839					
Bilston - - - Wes.	- - -	- - -	3 6 8½	33 0 0	- -	39 7 6	
Bilston, St. Joseph's R.C.	- - -	- - -	4 13 11½	19 5 0	- -	149 0 0	
Blakenall Heath, Infants - - N.S.	75 0 0	July 5, 1843					
" " - "	40 0 0	June 16, 1846					
Bloxwich - - N.S.	81 0 0	Jan. 11, 1845	1 8 4½				
" - - "	22 0 0	Dec. 3, 1849					
" - - "	16 13 4	July 26, 1853					
Trereton - - N.S.	75 0 0	Jan. 12, 1846	1 10 0½	- -	- -	35 0 0	
" - - "	20 0 0	Nov. 23, 1850					
Brewood, St. Mary's R.C.	- - -	- - -	- - -	- -	- -	113 2 6	
Brierley Hill - N.S.	*270 0 0	Feb. 1835	- -	10 0 0	- -	147 3 4	
" - - "	150 0 0	Nov. 3, 1843					
" - - "	15 0 0	Sept. 5, 1845					
Brierley Hill - Wes.	- - -	- - -	2 0 8½	22 10 0	- -	- - -	8 19 0
Brockmoor - - N.S.	300 0 0	May 4, 1846					
Bromley, King's, Infants - - N.S.	30 0 0	July 8, 1853					
Bromley, Abbot's - N.S.	90 0 0	Jan. 15, 1844					
Bromwich, West, All Saints' - - N.S.	- - -	- - -	4 16 3½	- -	- -	3 6 8	3 16 0
Bromwich, West, St. James', Hill Top N.S.	400 0 0	Aug. 18, 1845	3 3 10½	101 0 0	- -	444 11 8	9 4 0
Bromwich, West, Trinity - - N.S.	155 0 0	Jan. 20, 1845	5 5 6½	88 5 0	- -	370 10 0	30 15 0
" " - "	22 0 0	Nov. 9, 1846					
Bromwich, West, Summit - - B.S.	100 0 0	May 23, 1840	- - -	22 18 4	- -	186 3 4	
Bromwich, West - Wes.	- - -	- - -	4 9 11½	81 17 6	- -	213 6 8	

† 130*l.* is one third of the grant given towards erecting this school, in conjunction with two others, in the same parish, viz., Talk-o'-the-Hill, and Alsagers' Bank (now called Chesterton).

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STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bromwich, West, Hill Top - - Wes.	- - -	- - -	15 7 10½	11 5 0	- -	236 16 8	
Bromwich, West - R.C.	- - -	- - -	1 17 1				
Brown Edge - „	131 11 0	Nov. 4, 1846	2 6 6½				
Burslem, St. John's N.S.	27 16 8	Aug. 12, 1853	8 5 9½	73 3 4	- -	177 0 0	
Burslem, St. Paul's (Sytch) - - N.S.	111 10 0	May 18, 1841					
„ „ - „	23 0 0	Mar. 19, 1847					
Burslem, Dale Hall N.S.	*150 0 0	Mar. 1836					
„ „ - „	100 0 0	Dec. 5, 1843					
Burslem - - - Wes.	441 0 0	Nov. 25, 1851	7 9 11½	27 15 0	- -	249 0 0	
Burton on Trent, Trinity. (Anderstaff Lane) - - N.S.	100 0 0	Aug. 12, 1846					
Burton on Trent, Infants, Ch. Ch. - N.S.	310 0 0	July 27, 1844	5 18 0½	96 0 0	44 11 8	455 16 8	
Burton on Trent - B.S.	237 10 0	Mar. 15, 1845	3 7 2½	- -	- -	311 1 8	
„ „ - „	10 9 6	Feb. 8, 1847					
„ „ - „	26 13 4	Dec. 18, 1854					
Butt Lane (Boys and Girls) - - N.S.	159 0 0	Sept. 28, 1847					
Bushbury - - N.S.	- - -	- - -	3 6 5½	22 0 0	- -	146 2 6	4 12 0
Cannock, Endowed N.S.	- - -	- - -	2 5 4½	12 7 6	- -	22 10 0	
Cauldon, Low - N.S.	100 0 0	Sept. 1, 1848	1 5 4	- -	- -	6 5 0	
Cheadle - - N.S.	150 0 0	Jan. 25, 1840	- -	50 13 4	- -	359 8 4	7 4 0
„ „ - „	412 8 0	Oct. 27, 1845					
Cheadle, St. Chad's N.S.	160 0 0	Nov. 30, 1847					
Cheadle, St. Giles - R.C.	- - -	- - -	2 14 10½	69 16 8	- -	197 10 0	
Cheslyn Hay - B.S.	*100 0 0	June 24, 1840					
Chesterton - N.S.	- - -	- - -	- -	24 15 0	- -	30 0 0	8 19 0
Chesterton (late Alsager's Bank) Boys and Girls - N.S.	†*130 0 0	Feb. 11, 1834					
„ „ - „	20 0 0	Oct. 10, 1845					
Chorlton - - S.N.	68 0 0	Jan. 6, 1849					
Clent - - - N.S.	- - -	- - -	1 17 2				
Cobridge, St. Peter's R.C.	- - -	- - -	3 3 10	39 6 8	- -	30 0 0	11 2 0
Cosely, Ch. Ch. - N.S.	193 0 0	May 5, 1845	10 5 5½	- -	- -	291 17 6	
„ „ - „	9 14 6	Feb. 1, 1848					
Cosely (Prince's End) - - N.S.	318 0 0	Mar. 1, 1845	3 7 7				
Cosely, West - N.S.	252 0 0	Mar. 1, 1845					
Coseley (Duck Lane) B.S.	*150 0 0	Oct. 21, 1837					
Cranberry Alley - N.S.	*25 0 0	Feb. 1840					
Creswell, St. Mary's R.C.	- - -	- - -	2 0 1½	16 13 4	- -	16 13 4	16 4 0
Darlaston - - N.S.	364 0 0	Nov. 29, 1844					
Darlaston, St. George's - - N.S.	4 10 0	Nov. 23, 1853	1 1 4½	30 0 0	- -	15 0 0	9 3 0
Darlaston - - B.S.	*300 0 0	Dec. 23, 1837					
Draycot - - - N.S.	70 0 0	Apr. 2, 1846	2 16 10	- -	- -	8 6 8	
Draycot-le-Moors - N.S.	- - -	- - -	2 0 10	- -	- -	5 0 0	
Ellastone - - N.S.	- - -	- - -	3 11 0	44 16 8	- -	85 0 0	10 6 0
Essington - - N.S.	110 0 0	June 12, 1847	4 9 10	- -	- -	88 3 4	4 13 0
„ - - „	5 3 6	Nov. 23, 1853					
Etruria - - N.S.	245 0 0	June 13, 1846	2 10 0½				
Etruria - - B.S.	- - -	- - -	3 3 11½	15 0 0			
Ettingshall - - Wes.	- - -	- - -	3 9 8	28 17 6	- -	115 3 4	6 9 0
Fenton - - N.S.	- - -	- - -	- -	11 0 0			
Forebridge - - N.S.	100 0 0	Mar. 28, 1845					
Froehay, St. Chad's N.S.	- - -	- - -	5 19 0½	70 15 6	18 6 8	210 0 0	7 15 0
Goldenhill - - N.S.	150 0 0	Nov. 26, 1840	4 15 10½	41 5 0	- -	124 10 0	2 6 0
„ - - „	4 13 4	April 27, 1853					
Gornal, Lower - N.S.	300 0 0	Jan. 8, 1846					
Gornal, Upper - N.S.	100 0 0	Feb. 16, 1846	1 18 6½				
Gornal - - - „	36 0 0	May 4, 1846					
Gornal - - - B.S.	*150 0 0	Dec. 30, 1835					
Halmer End, Boys N.S.	54 0 0	Feb. 8, 1850					
Hanbury, Endowed N.S.	150 0 0	Feb. 20, 1849	2 12 0				
Handsworth, St. James' - - N.S.	65 0 0	Feb. 27, 1843	2 10 0	11 0 0			

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STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Harborne, Endowed N.S.	*140 0 0	May 1838	- - -	40 10 0	- -	32 10 0	
" - - - "	22 12 0	May 8, 1848					
" - - - "	48 0 0	Nov. 2, 1848					
" - - - "	38 10 0	June 24, 1852					
Hartshill - - N.S.	- - -	- - -	- - -	21 1 8	- -	- - -	4 8 0
Heath, Short - Wes.	- - -	- - -	1 12 8				
Hollington - - N.S.	- - -	- - -	1 0 0				
Horninglow - - N.S.	40 0 0	Aug. 12, 1846					
Horton Lee - - N.S.	100 0 0	May 15, 1848					
Ipstones, Agricultural, Boys and Girls - -	302 2 0	July 26, 1854	1 6 8	121 15 0	- -	- - -	4 5 0
Kidsgrove - - N.S.	- - -	- - -	5 0 0½	105 13 4	- -	241 10 0	8 16 0
Kingswinford, St. Mary's - - N.S.	300 0 0	Dec. 21, 1846	- -	94 8 4	- -	114 3 4	4 0 0
Kingswinford (Oak Farm Iron Works) N.S.	800 0 0	Jan. 29, 1845					
Kinver, Infants - N.S.	*55 0 0	Jan. 1836	3 0 7½				
" Boys and Girls - - - "	204 15 0	Nov. 6, 1851					
Knightley - - N.S.	124 0 0	Jan. 6, 1846					
" - - - "	5 6 8	Apr. 29, 1847					
Knutton Heath - N.S.	252 0 0	Jan. 19, 1848					
Lapley and Wheaton Aston, Boys and Girls - - - N.S.	324 0 0	Aug. 22, 1854	- -	21 5 0	- -	- - -	2 10 0
Leasowe, Shaw's, Mixed - - N.S.	- - -	- - -	2 16 8				
Leek - - - N.S.	*350 0 0	May, 1835					
" - - - "	85 0 0	Feb. 4, 1847					
Leek, St. Luke's - N.S.	178 0 0	Sept. 16, 1847	1 11 4½	26 5 0			
Lichfield, St. Mary's, Boys and Infants N.S.	114 0 0	Mar. 18, 1842	1 7 8½	116 0 0	- -	233 14 4	
" - - - "	90 15 0	Dec. 19, 1849					
Longdon, Boys and Girls - - - N.S.	116 14 0	April 7, 1854					
Longsdon - - - N.S.	*125 0 0	June, 1838					
Longton - - R.C.	- - -	- - -	2 0 0				
Madeley, Endowed N.S.	- - -	- - -	3 0 0	86 0 0	- -	127 10 0	
Mayfield - - N.S.	90 0 0	Aug. 15, 1849	2 6 11	17 8 4	- -	99 15 10	
" - - - "	265 0 0	July 1, 1854					
Milford in Baswick N.S.	*50 0 0	Feb. 1839					
Milwich - - N.S.	- - -	- - -	- - -	44 3 4	- -	- - -	3 0 0
Moddershall - N.S.	60 0 0	Dec. 24, 1844					
" - - - "	45 0 0	June 25, 1850					
Mowcop - - N.S.	135 0 0	May 10, 1843					
" - - - "	20 0 0	Feb. 17, 1847					
Moxley - - - N.S.	*200 0 0	May 2, 1838					
" - - - "	15 0 0	Oct. 11, 1844					
" - - - "	13 14 6	Feb. 27, 1846					
" - - - "	30 0 0	Nov. 20, 1846					
Newcastle-under-Lyne N.S.	*75 0 0	May 1835 -	3 17 8½	38 15 0	- -	215 11 8	
Newcastle-under-Lyne, St. George's N.S.	- - -	- - -	- -	- -	- -	91 10 0	
Newcastle - - B.S.	*350 0 0	Apr. 29, 1835					
Newchapel - - N.S.	152 0 0	Nov. 17, 1848					
Norbury - - N.S.	47 0 0	Jan. 6, 1846					
" - - - "	5 6 8	Apr. 29, 1847					
Norton Canes - -	- - -	- - -	- -	4 6 8	- -	- - -	3 14 0
Norton in the Moors N.S.	- - -	- - -	6 1 3½	16 10 0	- -	210 13 4	
Pelsall - - - N.S.	152 0 0	Dec. 13, 1848	1 1 1				
Pelsall - - - B.S.	*100 0 0	Dec. 30, 1837					
Penkhull - - N.S.	850 0 0	Nov. 18, 1845	2 11 0	- -	- -	10 0 0	
Penkridge - - N.S.	- - -	- - -	9 6 11½	5 0 0	- -	61 10 0	
Pensnett - - N.S.	70 1 6	Jan. 14, 1846					
Quarry Bank - N.S.	300 0 0	Jan. 22, 1845					
" - - - "	2 0 0	June 22, 1848					
Ranton - - - N.S.	32 0 0	Jan. 6, 1846					
" - - - "	5 6 8	Apr. 29, 1847					

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
ORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
er - - N.S.	122 0 0	July 26, 1853	4 6 9½	39 17 6	- -	44 10 0	9 10 0
one, Ch. Sch. -	- - -	- - -	- - -	8 5 0			
Regis,							
its - - N.S.	218 0 0	Mar. 9, 1849	2 6 5½	- -	- -	31 15 0	
y (Prince of s) Boys and nts - - N.S.	220 0 0	May 3, 1845	3 1 3½	45 0 0	- -	95 16 8	
y, St. Ethel- a - - - R.C.	- - -	- - -	- - -	- -	- -	55 0 0	
ll - - N.S.	160 0 0	Apr. 7, 1848	2 7 4				
y (Catchem's er) - - N.S.	*175 0 0	June, 1835					
ey (Straits and Lane) - N.S.	*130 0 0	Oct. 1835					
, St. Mark's N.S.	*195 0 0	May 1838	5 8 4½	67 3 4	- -	490 0 0	
" - "	75 0 0	Jan. 18, 1844					
" - "	3 13 0	Sept. 20, 1848					
" - "	30 0 0	April 1, 1853					
one - - N.S.	*97 0 0	Sept. 1838					
wick - N.S.	200 0 0	Dec. 2, 1840	5 3 10½	- -	- -	208 18 4	
wick (Chance's) N.S.	- - -	- - -	11 10 6	54 3 4	- -	367 6 8	20 16 0
d - - B.S.	*150 0 0	Mar. 19, 1836					
d - - N.S.	- - -	- - -	1 0 5				
upon-Trent - N.S.	- - -	- - -	6 6 8	26 5 0	- -	395 7 6	
- - - N.S.	- - -	- - -	- - -	7 10 0	- -	1 13 4	
Ch. Ch., Boys, and Infants, N.S.	147 0 0	Mar. 18, 1842	6 8 8½	29 10 0	- -	314 8 4	15 13 0
" - - "	70 0 0	Feb. 11, 1845					
" - - "	2 7 0	July 20, 1847					
St. Ann's - R.C.	- - -	- - -	2 0 0½	11 0 0			
'the-Hill, Boys Girls - - N.S.	†*130 0 0	Feb. 11, 1834					
orth - - N.S.	90 0 0	Feb. 17, 1847	12 1 11½	77 8 4	- -	577 1 8	
- - "	15 0 0	May 1, 1847					
- - "	27 5 0	June 19, 1848					
- - "	14 5 4	Mar. 29, 1851					
orth (Sir R. Peel's), owed School -	- - -	- - -	4 18 8½	34 10 0	- -	136 0 0	
- - B.S.	- - -	- - -	3 15 0	48 15 0	- -	206 16 8	15 15 0
- - Wes.	- - -	- - -	5 0 0	12 7 6	- -	49 10 0	
, Great Brid- " Wes.	- - -	- - -	1 10 6½				
Vale - - N.S.	85 0 0	Mar. 25, 1846	2 4 6½	- -	- -	122 4 2	3 4 0
- - "	40 0 0	Dec. 13, 1852					
all - - N.S.	*300 0 0	Oct. 1839 -	3 19 2½	22 10 0	- -	101 6 8	
- - "	30 0 0	May 18, 1846					
- - "	40 0 0	July 20, 1854					
all - - Wes.	- - -	- - -	8 0 4½	18 0 0	- -	287 0 0	
ter - - N.S.	12 0 0	Apr. 14, 1848	- -	10 0 0	- -	135 18 4	
- - "	8 12 0	Nov. 23, 1853					
ll, St. Peter's s, Girls, and nts - N.S.	81 0 0	Dec. 26, 1849	4 17 1½				
" - "	20 0 0	Sept. 1, 1854					
ll, Blue Coat N.S.	- - -	- - -	10 1 5	51 5 0	- -	383 6 8	
ll Wood - N.S.	60 0 0	May 6, 1846	1 9 11				
" - - "	10 0 0	Nov. 2, 1854					
ll, St. Mat- w's, Infants - N.S.	173 0 0	Sept. 8, 1853					
ll, St. Mary's R.C.	- - -	- - -	5 7 9	41 0 0	- -	178 5 0	
esbury, St. tholomew's - N.S.	180 0 0	June 13, 1843	9 10 2	66 0 0	- -	549 10 0	
" - "	30 0 0	Dec. 21, 1844					
" - "	20 0 0	Aug. 18, 1845					
esbury, St. " - "	13 0 0	Sept. 1, 1845					
es' - - N.S.	350 0 0	May 28, 1845	3 9 0½	64 1 8	- -	263 14 2	
" - "	7 6 0	uly 30, 1846					

† is one third of the grant given towards erecting this school, in conjunction with two others, in the of Audley, viz., Audley Village Girls School, and Alsager's Bank (now called Chesterton).

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
STAFFORDSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wednesbury, St. John's - - N.S.	321 0 0	Apr. 2, 1849	7 7 9	59 10 0	- -	178 15 0	
" " - "	10 0 0	Oct. 6, 1851					
" " - "	5 5 0	May 3, 1852					
" " - "	2 15 0	Dec. 28, 1853					
Wednesbury - Wes.	- - -	- - -	5 16 8½	28 17 6	- -	78 0 0	
Wednesfield - B.S.	75 0 0	Mar. 29, 1837					
Wetley Rocks - N.S.	120 0 0	Aug. 9, 1843	1 0 2				
" - "	8 8 0	Sept. 9, 1846					
Wigginton - N.S.	- - -	- - -	1 16 0				
Willenhall, St. Giles' N.S.	- - -	- - -	3 4 2	3 15 0	- -	44 12 6	
Willenhall, Little London (No. 1) - B.S.	*125 0 0	Jan. 1, 1838					
Willenhall, Little London (No. 2) - B.S.	150 0 0	Jan. 4, 1840					
Willenhall - - Wes.	- - -	- - -	2 13 4½	- -	- -	0 16 8	
Willenhall, Holy Trinity - - N.S.	- - -	- - -	3 3 4½	13 5 0	- -	5 0 0	5 9 0
Winshill, Holy Trinity - - N.S.	60 0 0	Aug. 12, 1846					
Wolstanton - - N.S.	150 0 0	June 5, 1841	4 1 8	- -	- -	69 7 6	10 17 0
Wolverhampton, St. Peter's, Collegiate Church - - N.S.	547 0 0	Apr. 19, 1847	1 11 9½	34 1 8	- -	356 18 4	
" " - "	11 12 0	Apr. 14, 1848					
Wolverhampton, St. George's - - N.S.	554 0 0	Jan. 17, 1845	12 11 3	12 10 0	- -	15 0 0	
Wolverhampton, St. James' - - N.S.	300 0 0	May 31, 1845	3 17 6½				
Wolverhampton, St. John's - - N.S.	*260 0 0	Dec. 1834 -	6 18 10½	71 18 4	- -	284 13 4	
Wolverhampton, St. Mary's - - N.S.	401 0 0	May 13, 1847	3 13 4½				
Wolverhampton, St. Paul's - - N.S.	150 0 0	Sept. 13, 1842	8 15 1½	156 5 0	- -	493 5 10	
" " - "	243 10 0	Mar. 15, 1850					
Wolverhampton, St. Mark's - N.S.	325 0 0	Mar. 12, 1850	6 8 6				
Wolverhampton, St. Matthew's - - N.S.	200 0 0	Jan. 10, 1852	6 17 0½				
Wolverhampton, Ragged - - N.S.	462 15 0	Sept. 7, 1852	3 1 4				
Wolverhampton - B.S.	*500 0 0	Oct. 18, 1837					
Wolverhampton, St. Patrick's and St. George's - - R.C.	- - -	- - -	15 9 8½	81 5 0	- -	444 5 0	
Wolverhampton, Snow Hill Congregational -	- - -	- - -	- -	8 19 2	- -	1 13 4	
Wordsley - - N.S.	52 0 0	July 2, 1844	1 17 2	- -	- -	- - -	19 0 0
" - "	19 7 0	Nov. 18, 1847					
" - "	50 0 0	Dec. 22, 1848					
Yoxall - - - N.S.	- - -	- - -	2 1 5	- -	- -	17 10 0	
SUFFOLK.							
Aldeburgh - - N.S.	- - -	- - -	1 1 7	80 8 4	- -	243 18 4	15 0 0
Aldringham - - N.S.	40 0 0	Jan. 19, 1846					
Barrow - - - N.S.	114 0 0	Nov. 10, 1848					
Bawdsley - - N.S.	105 15 0	Jan. 31, 1853					
Beccles - - - N.S.	*125 0 0	Jan. 1839	- -	10 10 0			
Beccles - - - B.S.	*150 0 0	Feb. 7, 1838					
Benhall - - - N.S.	- - -	- - -	2 3 4½	33 0 0	- -	94 3 4	4 6 0
Bentley - - - N.S.	295 4 0	Mar. 28, 1854	- -	11 13 4			
Bildeston - Ch. Sch.	200 0 0	Dec. 7, 1853	3 6 8½				
Blundeston - - N.S.	66 10 0	May 21, 1851	2 0 1				
Boxford, Infants - N.S.	46 10 0	Oct. 29, 1849					
Brandon - - N.S.	53 0 0	Aug. 6, 1844					

me and ination of chool.		Grants for Building, Enlargment, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
OLK—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Mixed	N.S.	80 0 0	Aug. 3, 1854					
ll	N.S.	50 0 0	Apr. 1, 1847					
m	N.S.	25 0 0	Feb. 24, 1846	1 0 0				
	N.S.	*181 7 0	April 1835	- - -	25 0 0	- -	171 17 6	
	„	10 0 0	Apr. 6, 1846					
	B.S.	*150 0 0	Mar. 18, 1835					
Mary's	N.S.	*58 0 0	July 1859	4 6 6½	17 10 0	- -	78 0 0	20 10 0
„	„	40 0 0	May 5, 1843					
„	„	50 0 0	Apr. 9, 1845					
„	„	14 5 4	Aug. 5, 1852					
„	„	9 16 8	Feb. 14, 1853					
stle	N.S.	24 0 0	Apr. 21, 1853	1 2 8				
	N.S.	80 0 0	Jan. 18, 1843	1 12 7				
olville	N.S.	60 0 0	May 10, 1844					
„	„	4 10 0	Nov. 20, 1847					
n	N.S.	114 0 0	Dec. 19, 1848					
nd Wash-								
	N.S.	50 0 0	Jan. 13, 1852					
s and								
ld	N.S.	146 0 0	Feb. 8, 1849	1 3 5	- -	- -	15 0 0	
1	N.S.	*70 0 0	April, 1835					
	N.S.	*27 0 0	Dec. 1839					
eld	N.S.	113 0 0	Apr. 13, 1847					
	N.S.	45 0 0	Dec. 23, 1848					
	N.S.	34 0 0	Feb. 22, 1844					
	N.S.	228 0 0	Apr. 14, 1841	4 1 4½				
	N.S.	174 0 0	Apr. 5, 1854	4 2 5	59 1 8	- -	80 15 0	
	B.S.	*200 0 0	June 21, 1837	3 2 5	- -	- -	26 13 4	19 5 0
h	N.S.	9 0 0	June 3, 1850	7 5 2½	128 8 4	- -	440 4 2	
l	N.S.	60 0 0	May 6, 1848					
1	N.S.	80 0 0	Aug. 23, 1848					
am Ch.	Sch.	- - -	- - -	- - -	6 13 4			
	N.S.	*42 0 0	Nov. 1838					
	N.S.	36 6 8	Mar. 29, 1853					
	N.S.	80 0 0	June 20, 1848	1 9 4				
m	N.S.	23 0 0	Feb. 11, 1841					
dthering-								
	N.S.	40 0 0	Apr. 12, 1844	0 17 2½				
neath	N.S.	- - -	- - -	- - -	42 0 0			
, St. Mar-								
	N.S.	30 0 0	Aug. 21, 1848					
St. Mar-								
	N.S.	172 0 0	Jan. 24, 1852	3 6 8½	- -	- -	29 0 0	
St. Cle-								
and St.								
	N.S.	145 0 0	Sept. 21, 1843	14 16 3½	95 15 0	- -	979 5 0	
„	„	174 0 0	Apr. 29, 1848					
„	„	54 8 6	Apr. 13, 1852					
„	„	35 19 0	Dec. 6, 1852					
St. Mat-								
District)	N.S.	454 0 0	Mar. 9, 1848	5 1 2	130 18 4	- -	668 16 8	
„	„	38 0 0	Aug. 11, 1852					
„	„	36 0 0	Oct. 29, 1853					
t. Peter's	N.S.	- - -	- - -	10 4 10½	24 11 8	25 0 0	828 10 0	
Holy Tri-								
	N.S.	46 17 4	Nov. 10, 1854	6 11 4½	56 15 0	- -	215 1 8	
Par. Union		- - -	- - -	- - -	- - -	- -	10 0 0	
Wes.		- - -	- - -	8 16 10½	71 10 0	- -	270 11 8	
Nottidge,								
	N.S.	- - -	- - -	- - -	- - -	- -	29 0 0	
	N.S.	50 0 0	July 28, 1841					
District	N.S.	- - -	- - -	5 5 7½	120 0 0	- -	436 8 4	
on	N.S.	*37 0 0	Feb. 18, 1839					
	N.S.	*100 0 0	Nov. 1839					
	N.S.	80 0 0	July 18, 1845					
	N.S.	202 0 0	May 19, 1848	3 6 8	46 5 0	- -	52 10 0	8 0 0
, Girls	N.S.	4 10 0	Feb. 21, 1846	3 2 0	- -	- -	146 0 0	
	„	250 0 0	Feb. 1, 1854					
(Wylde's)	N.S.	- - -	- - -	2 8 1	- -	- -	100 0 0	
(Annot's)	N.S.	6 13 4	Feb. 14, 1850	8 19 2½	37 8 6	- -	195 0 0	

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SUFFOLK—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Melton - - - N.S.	75 0 0	Dec. 18, 1846					
" - - - "	4 11 6	Feb. 17, 1847					
Mildenhall (Sir Henry Bunbury's) School - -	- - -	- - -	- - -	67 10 0	- -	158 5 10	4 10 0
Newton - - - N.S.	*50 0 0	July, 1837					
Norton, St. Andrew's N.S.	*50 0 0	April, 1837					
Parham, Mixed - N.S.	37 0 0	Mar. 24, 1841					
Poslingford - - N.S.	32 0 0	Aug. 5, 1844					
Preston, St. Mary's N.S.	47 16 0	Mar. 6, 1844					
" " "	14 10 0	Feb. 17, 1847					
Redgrave - - N.S.	120 0 0	Sep. 23, 1845					
Rickingmill (inferior part of parish) Mixed - N.S.	237 10 0	July 19, 1854					
Rushmere - - N.S.	80 0 0	Oct. 23, 1846					
Saxmundham - N.S.	- - -	- - -	2 10 7½				
Shotley - - - N.S.	75 0 0	Jan. 24, 1850					
Southwold - - N.S.	66 0 0	May 21, 1841					
" - - - "	10 0 0	Nov. 21, 1845					
" " - - - "	35 13 0	May 8, 1848					
Stoke by Nayland N.S.	- - -	- - -	3 13 2½	- -	- -	32 10 0	
Stonham Aspal - N.S.	71 0 0	June 11, 1847	- -	- -	- -	41 17 6	
Stowmarket - - N.S.	*75 0 0	Nov. 1836	1 15 4				
Stratford St. Mary's N.S.	75 0 0	Nov. 9, 1843					
Sudbury, All Saints N.S.	333 0 0	Aug. 9, 1848	4 1 4½	- -	- -	244 10 0	
" " - "	24 0 0	Aug. 28, 1851					
" " - "	40 0 0	Apr. 26, 1853					
Sudbury " - - B.S.	487 0 0	Sept. 15, 1847	13 10 0	14 13 4	- -	857 14 2	
" - - "	40 0 0	Apr. 15, 1851					
Tattingstone - - N.S.	54 0 0	Nov. 8, 1841					
Theberton - - N.S.	*33 0 0	Jan. 1839					
Thrandeston - - N.S.	65 5 0	June 7, 1851	1 11 4½				
Tuddenham - - N.S.	30 0 0	Feb. 24, 1841					
Uggeshall - - N.S.	70 0 0	May 5, 1844					
Walsham-le-Willows N.S.	68 0 0	Jan. 18, 1849					
Walter Belchamp N.S.	*35 0 0	Mar. 1839					
Walton-cum-Felixtow - - - N.S.	51 0 0	Mar. 3, 1852	1 8 9				
Wangford - - N.S.	70 0 0	July 18, 1844					
" - - - "	5 10 0	Feb. 11, 1847					
Wattisham - - N.S.	*20 0 0	Aug. 1837					
Westleton - - N.S.	125 0 0	Feb. 16, 1843	1 0 0				
" - - - "	5 10 0	May 22, 1846					
" - - - "	46 0 0	July 29, 1847					
Weybread - - N.S.	75 0 0	Dec. 7, 1847					
Welnetham, Great, Boys - - N.S.	48 15 0	July 25, 1849					
Welnetham, Little, N.S.	27 0 0	Mar. 9, 1845					
Wickambrook - N.S.	*40 8 0	Nov. 1835					
Wickham Market - N.S.	77 0 0	Nov. 29, 1842					
Wickham Market - B.S.	*55 0 0	Jan. 17, 1835					
Wickham Skeith - N.S.	45 0 0	June 5, 1845					
Wisset - - N.S.	50 0 0	Aug. 7, 1845					
Woolpit - - - N.S.	*60 0 0	Nov. 1838					
Woodbridge - - B.S.	175 0 0	Apr. 15, 1851					
Wratting, Little - N.S.	30 0 0	Feb. 26, 1851					
Wrentham - - N.S.	*131 0 0	Jan. 1835 -	0 14 2½				
Wrentham - - B.S.	*65 0 0	Jan. 5, 1838					
Yoxford - - N.S.	*100 0 0	Dec. 1837					
SURREY.							
Albury - - - N.S.	*60 0 0	Oct. 1834					
Bankside, Great Guildford Street R.C.	- - -	- - -	3 18 0	- -	- -	0 16 8	
Barnes - - - N.S.	- - -	- - -	2 13 3½	- -	- -	30 0 0	
Battersea, Boys Par. N.S.	200 0 0	Dec. 18, 1843	- -	- -	- -	12 10 0	

me and ination of hool.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.		Grants to Certificated Teachers.		Grants to Assistant Teachers.		Grants on account of Pupil-teachers.		Capitation Grants.	
		Amount.	Date of Payment.										
EY—*cont.*		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.		£ s. d.	
Girls and													
- -	N.S.	351 0 0	Oct. 28, 1851	7 7 9		- -		- -		319 0 0			
n and													
ton - -	N.S.	120 0 0	Mar. 20, 1844	3 1 9½		- -		- -		296 0 0			
" -	"	40 0 0	July 29, 1844										
ey, Ch. Ch.	N.S.	300 0 0	Oct. 12, 1850	6 6 9		6 5 0							
ey (Star													
- -	N.S.	- - -	- - -	7 9 10½		68 6 8		- -		324 0 0			
ey, St.													
Spa Road)	N.S.	400 0 0	Feb. 16, 1842	4 19 6		80 16 8		- -		228 10 0			
ey, St.													
- - -	N.S.	300 0 0	Feb. 5, 1850	2 10 0½		11 13 4		- -		15 0 0			
ey - -	B.S.	*225 0 0	Jan. 7, 1835	- -		- -		- -		177 0 0			
ey St.													
Grange													
ıfants -	N.S.	156 15 0	Oct. 19, 1854										
- -	N.S.	70 0 0	Sept. 29, 1847										
s, Ch. Ch.													
Walk) -	N.S.	*228 0 0	Nov. 1837										
Heath -	N.S.	88 10 0	July 8, 1851	1 13 4½		62 5 0		- -		51 13 4			
Great -	N.S.	- - -	- - -	- -		- -		- -		10 0 0			
Road,													
- - -	B.S.	500 0 0	Dec. 16, 1852	- -		75 5 0		- -		1,873 16 8			
Ch. Sch. -		- - -	- - -	- -		- -		- -		30 0 0			
forth, St.													
(Angell													
Boys,													
and In-													
- - -	N.S.	741 15 0	Oct. 18, 1852	2 15 4½									
ill - -	B.S.	*90 0 0	Feb. 9, 1839										
- -	N.S.	50 0 0	Apr. 17, 1848										
ll, Cam-													
rict -	N.S.	571 0 0	Oct. 6, 1847 -	7 18 3½		168 1 8		- -		572 10 0			
" -	"	78 0 0	Oct. 31, 1851										
" -	"	87 0 0	Jan. 2, 1852										
ell, Ch. Ch.													
	N.S.	200 0 0	Feb. 14, 1842	10 12 9½		99 1 8		- -		488 10 10			
" -	"	11 10 0	Sept. 14, 1847										
" -	"	60 0 0	Dec. 1, 1851										
ell, Green													
- - -	N.S.	- - -	- - -	9 5 9½		67 10 0		25 0 0		364 19 2			
ell,													
Lane,													
- - -	B.S.	*100 0 0	Jan. 11, 1837										
ell (Craw-													
vect) - -	B.S.	200 0 0	June 26, 1841										
" -	"	60 0 0	Dec. 10, 1845	15 2 0½		21 0 0		- -		800 15 10			
" -	"	159 0 0	Oct. 19, 1849										
" -	"	85 0 0	April 11, 1854										
ll" (Leip-													
l) - -	B.S.	- - -	- - -	4 9 3½		88 0 0		- -		310 3 4			
nd Cud-													
- -	N.S.	- - -	- - -	2 10 0		- -		- -		85 0 0			
- - -	N.S.	140 0 0	Oct. 27, 1846										
- - -	P.U.	- - -	- - -	- -		15 0 0							
on and													
- - -	N.S.	21 0 0	May 14, 1849										
old - -	N.S.	*30 0 0	April, 1837										
Parochial	N.S.	*180 0 0	Jan. 1839 -	6 0 10		98 6 8		- -		417 0 0			
(Bow-													
St. John's	N.S.	224 0 0	Mar. 14, 1847	2 13 4½		118 8 4		- -		366 13 4			
St. James'	N.S.	60 0 0	Mar. 1, 1845										
- - -	B.S.	300 0 0	Nov. 11, 1840										
St. Mary's	R.C.	- - -	- - -	2 18 8		75 0 0		- -		32 10 0			
- - -	N.S.	*30 0 0	March, 1839										
- - -	N.S.	32 0 0	Feb. 13, 1841										
- - -	N.S.	112 0 0	Jan. 11, 1849	5 8 7½		69 6 8		4 3 4		123 15 0		6 12 0	
(Arch-													
Teni-													
h. Sch. - -		- -	- - -	- -		- -		- -		15 0 0			

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Croydon, St. James' Boys, Girls, and Infants - N.S.	477 0 0	July 19, 1853	1 19 5				
Croydon, Girls - N.S.	- - -	- - -	4 3 1½	11 0 0	- -	251 12 6	
Croydon, St. George's, Boys - - N.S.	- - -	- - -	- -	68 10 0	- -	264 7 6	
Croydon - - - B.S.	340 0 0	May 1, 1848	9 5 7	3 0 0	- -	59 10 0	
" - - - "	27 14 0	Nov. 11, 1853					
" - - - "	24 0 0	Aug. 25, 1854					
Dorking - - - B.S.	130 0 0	Apr. 1, 1843	1 19 3				
Ditton, Thames - N.S.	86 0 0	Feb. 10, 1847	3 6 8½	7 10 0			
Effingham - - N.S.	- - -	- - -	3 12 11	23 15 0	- -	207 0 0	
Elstead - - - N.S.	92 0 0	Feb. 15, 1850	1 0 4				
Englefield Green - N.S.	- - -	- - -	4 1 7	- -	- -	154 6 8	
Epsom - - - N.S.	10 13 4	Oct. 29, 1849	6 6 3½	91 5 0	- -	175 0 0	
Ewell - - - N.S.	- - -	- - -	4 2 7½	17 6 8	- -	241 13 4	11 7 0
Ewhurst - - - N.S.	125 0 0	June 26, 1847	1 6 7½	- -	- -	24 15 10	
Farnham - - - N.S.	- - -	- - -	7 7 0½	83 13 4	- -	253 0 0	
Farnham - - - B.S.	*100 0 0	Sept. 12, 1835					
Godalming - - N.S.	205 0 0	May 27, 1843	- -	10 0 0	- -	402 0 0	
Guildford, St. Nicholas' - - - N.S.	- - -	- - -	4 17 7	- -	- -	39 7 3	
Guildford, St. Mary's and Trinity - N.S.	47 0 0	Sept. 10, 1852	3 6 0½	33 15 0	- -	42 15 0	
Guildford - - B.S.	*100 0 0	Sept. 27, 1837	- -	- -	- -	3 6 8	
Ham - - - N.S.	*90 0 0	Feb. 1839	3 12 10	- -	- -	100 0 0	
" - - - "	100 0 0	July 6, 1843					
Hatcham, St. James' N.S.	500 0 0	July 5, 1852	3 2 10				
Hersham - - N.S.	45 0 0	May 12, 1842					
Holmwood - - N.S.	90 0 0	Sept. 20, 1845					
" - - - "	95 0 0	Dec. 19, 1854					
Horsell - - - N.S.	134 0 0	Feb. 4, 1852	1 0 0	- -	- -	- - -	4 4 0
Horley Row - - N.S.	*115 0 0	June, 1835					
Kennington Oval, Boys and Girls - N.S.	- - -	- - -	14 10 4½	63 3 4	- -	740 15 0	
Kennington, East (Bolton Street) - N.S.	303 0 0	Feb. 10, 1848	- -	8 6 8			
Kennington (Regency Place) - N.S.	143 3 4	Nov. 10, 1852	4 3 4				
Kingston-on-Thames, Public Free School	- - -	- - -	5 17 2½	- -	- -	308 0 0	
Lambeth, St. John's (Waterloo Road), Boys and Girls - N.S.	- - -	- - -	6 6 10				
Lambeth, South, St. Barnabas' - N.S.	300 0 0	Sept. 4, 1850	6 4 5	70 0 0	- -	109 0 0	
Lambeth Free Evening School - - -	42 14 0	Feb. 20, 1850					
Lambeth, St. Mary's, Boys, Girls, and Infants - - N.S.	*200 0 0	Sept. 1837					
Lambeth, St. Mary's District Chapel School	- - -	- - -	7 2 11				
Lambeth, South (Spring Grove) - N.S.	130 0 0	Jan. 3, 1844	2 1 7½	12 16 8	- -	75 0 0	
Lambeth, Holy Trinity - - N.S.	450 0 0	Mar. 19, 1852					
Lambeth Chapel - Wes.	- - -	- - -	13 5 9½	109 8 4	- -	1,026 16 8	
Lambeth, George Street - - - B.S.	- - -	- - -	- -	- -	- -	2 10 0	
Leatherhead - - N.S.	*80 0 0	Sept. 1839	2 12 9½	23 15 0	- -	197 10 0	
" - - - "	20 0 0	Dec. 11, 1848					
" - - - "	60 0 0	Nov. 9, 1847					
Leigh - - - N.S.	82 0 0	Jan. 12, 1850					
Lingfield - - - N.S.	- - -	- - -	- -	7 10 0			
Merton Road - - N.S.	*53 0 0	Feb. 1839					
Mickleham - - N.S.	90 0 0	July 4, 1844	2 0 0½				
Mitcham (Lower Green) - - N.S.	120 0 0	Dec. 1838	2 10 8½	130 0 0	- -	525 0 0	
Molesey, West - N.S.	*25 0 0	Feb. 1839	1 6 8	29 3 4	- -	- - -	5 6 0

ame and nination of chool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
EY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	- - -	- - -	- - -	58 15 0	- -	87 10 0	
- - N.S.	- - -	- - -	6 2 6½	36 6 8	- -	79 5 0	15 0 0
, Boys - B.S.	60 0 0	Aug. 16, 1843	- -	- -	- -	5 0 0	
Girls - „	56 0 0	Apr. 20, 1844					
Infants - „	75 0 0	Apr. 20, 1844					
- - - „	50 0 0	Mar. 11, 1846					
, St. Mary's, R.C.	- - -	- - -	1 3 4	13 0 0	- -	- - -	2 8 0
on, St. Mary's,							
- - N.S.	200 0 0	Jan. 26, 1853	10 6	20 16 8	- -	400 8 4	
on, Trinity N.S.	300 0 0	June 20, 1843	7 12 0½	81 10 0	- -	374 10 0	
„ - „	91 10 0	Dec. 8, 1849					
, Girls and							
- - N.S.	178 6 8	July 26, 1853	1 0 10				
(Central							
District) P.U.	- - -	- - -	2 5 4½	- -	- -	286 11 8	
- - N.S.	75 0 0	July 28, 1849					
Industrial B.S.	- - -	- - -	4 3 4	7 3 4	- -	29 3 4	5 11 0
- - N.S.	- - -	- - -	5 0 10½	22 10 0	- -	279 0 0	
nfants - N.S.	222 10 0	Apr. 29, 1854	- -	30 9 2	- -	31 10 0	
St. John's N.S.	200 0 0	July 16, 1846	6 1 7½	90 0 0	- -	158 15 0	
d, St. John's							
N.S.	72 0 0	Aug. 28, 1844	1 9 8½				
„ - „	35 0 0	Sept. 11, 1844					
„ - „	40 0 0	Aug. 26, 1852					
d, St. Eli-							
- - R.C.	- - -	- - -	- - -	28 6 8			
- - - N.S.	120 0 0	Aug. 14, 1847	2 4 2	40 13 4	- -	- - -	5 7 0
the, Ch. Ch. N.S.	324 0 0	Aug. 19, 1842					
the, St.							
(Deptford							
- - N.S.	*600 0 0	Feb. 20, 1837	17 16 4	20 16 8	- -	797 15 0	
„ - „	*88 0 0	Nov. 1837					
„ - „	24 0 0	Nov. 29, 1848					
the Green							
hool -	246 0 0	Dec. 2, 1846	5 16 4	69 0 0	- -	252 0 0	
„ - „	8 0 0	Nov. 29, 1848					
the (Surrey							
St. Paul's - N.S.	132 0 0	Oct. 28, 1847	3 6 8	- -	- -	91 10 0	
the, Trinity N.S.	12 0 0	Oct. 2, 1846	4 11 8	7 10 0	- -	61 10 0	
„ - „	28 0 0	Mar. 15, 1847					
the (United							
le Society's							
- - -	- - -	- - -	5 15 0	21 13 4	- -	183 13 4	
the - B.S.	*160 0 0	Dec. 2, 1837					
Tongham N.S.	105 0 0	July 13, 1850					
- - - N.S.	100 0 0	May 13, 1843					
k, St. Jude's							
N.S.	- - -	- - -	9 7 0	10 0 0	- -	80 16 8	
k, St. Ste-							
- - N.S.	306 0 0	Aug. 30, 1850					
k, St. George							
tyr - - N.S.	*225 0 0	Jan. 1839	14 12 7½	130 15 0	- -	418 7 6	
„ - „	86 0 0	Dec. 11, 1848					
„ - „	26 13 4	June 21, 1850					
k, St. Mary's							
N.S.	405 0 0	Mar. 14, 1846	13 13 7½	108 5 10	- -	797 11 8	
„ - „	182 0 0	Aug. 2, 1846					
k, St. Peter's							
N.S.	312 0 0	Nov. 28, 1848					
k Chapel - Wes.	- - -	- - -	9 19 7	52 13 4	- -	132 3 4	
- - N.S.	- - -	- - -	7 19 1	- -	- -	211 10 0	
, S'. Mi-							
- - N.S.	400 0 0	Apr. 5, 1848.	12 18 4½	58 3 4	- -	674 0 0	
n „ - „	50 0 0	Jan. 14, 1854					
- - - N.S.	- - -	- - -	3 3 8	69 8 4	- -	162 0 0	
- - N.S.	271 0 0	Mar. 1, 1849	4 0 0	67 10 0	- -	75 0 0	
orth Dis-							
- - P.U.	- - -	- - -	- - -	- -	- -	42 0 0	
e, Oxted,							
dstone - N.S.	- - -	- - -	- - -	12 0 0	- -	114 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
SURREY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Thorpe - - N.S.	84 0 0	Jan. 28, 1847	1 13 4½	38 15 0			
Tooting, Lower - N.S.	- - -	- - -	3 6 4½	59 10 0	- -	154 3 4	
Tooting (Drowett's Pauper School) -	- - -	- - -	- - -	- -	- -	3 2 6	
Vauxhall Walk - Wes.	- - -	- - -	5 8 0½	- -	- -	257 6 8	
Virginia Water - N.S.	108 0 0	Feb. 27, 1844					
Walworth (Beresford Street) Epis. -	- - -	- - -	3 6 6½				
Walworth, St. Peter's, Boys, Girls, & Infts. N.S.	403 10 0	July 12, 1852	4 16 8½	27 0 0	- -	172 10 0	
Walworth (Mount Street) - - B.S.	*30 0 0	Jan. 12, 1839					
Wandsworth - N.S.	*50 0 0	April 1836					
Wandsworth (Summer's Town), Infants - - N.S.	43 10 0	Jan. 26, 1852					
Westcott Boys, Girls, and Infants - N.S.	500 0 0	July 26, 1854	3 6 8				
Weybridge - - N.S.	- - -	- - -	2 9 8½	- -	- -	99 11 8	
Wimbledon - - N.S.	*50 0 0	Jan. 1836	4 10 11½	33 0 0	- -	79 0 8	
Witley - - N.S.	- - -	- - -	- -	- -	- -	15 0 0	
Woking - - N.S.	200 0 0	Aug. 2, 1849					
Wonersh - - N.S.	80 0 0	Nov. 24, 1842	1 17 6				
Wrecclesham - N.S.	45 0 0	Feb. 19, 1841	2 14 6½	- -	- -	37 10 0	
" - - "	30 0 0	Nov. 1, 1849					
York Town, Boys - N.S.	- - -	- - -	1 10 8½				
SUSSEX.							
Albourne - - N.S.	52 0 0	June 6, 1844					
Alfriston - - N.S.	58 10 0	Apr. 29, 1845					
Arundel - Free Sch.	- - -	- - -	10 12 9½	6 5 0	- -	213 10 0	
Barcombe (Church Meadow) - - N.S.	*48 0 0	Feb. 1842					
Battle and Langdon N.S.	204 0 0	Dec. 23, 1847					
Beddingham - - N.S.	53 0 0	Apr. 26, 1846					
Berwick, Boys and Girls - - N.S.	108 0 0	Sep. 30, 1854					
Bishopstone - - N.S.	127 0 0	Jan. 31, 1850					
Bosham - - N.S.	*90 0 0	Jan. 1835					
Bolney - - N.S.	*35 0 0	Jan. 1839					
Brede - - - N.S.	85 0 0	May 25, 1843					
" - - "	46 0 0	Jan. 8, 1845					
Brighton, Model - N.S.	- - -	- - -	- -	67 10 0	- -	102 0 0	
Brighton (Central) N.S.	110 0 0	Jan. 3, 1849	5 16 3½	80 0 0	- -	1,231 0 0	
Brighton, St. John's N.S.	560 0 0	Sept. 13, 1847	9 5 0	107 15 0	- -	464 0 0	
" " - "	51 10 0	Feb. 27, 1854					
" " - "	110 6 8	June 10, 1854					
Brighton (North Lane) - - N.S.	- - -	- - -	- -	4 3 4			
Brighton (Kent's Court), Infants, Ch.Sch.	*75 0 0	Nov. 15, 1837					
Brighton (Warwick Street) - - N.S.	50 0 0	June 3, 1842	6 11 1½	49 10 0	- -	455 10 0	
Brighton, Ch. Ch. - N.S.	- - -	- - -	4 10 0½	60 0 0	- -	30 0 0	
Brighton (Spa Street and Egremont Street) Ragged School	- - -	- - -	4 7 2	16 10 0	- -	41 10 0	
Brighton (Eastern Road) Royal - B.S.	- - -	- - -	5 12 8½	108 3 4	- -	243 11 8	
Brighton (Middle Street) Union Charity - - B.S.	*250 0 0	May 9, 1838					
Brighton, (North Lane) - - B.S.	*300 0 0	Oct. 9, 1837					
Brighton, St. John's R.C.	- - -	- - -	2 15 0½				
Brighton, St. Mary's R.C.	- - -	- - -	2 10 4½				
Broadwater - N.S.	80 0 0	Feb. 20, 1840					
Burpham - - N.S.	25 0 0	Apr. 1, 1840					
Burwash - - N.S.	218 0 0	May 11, 1847	11 15 0½	70 0	- -	422 5 0	13 16 0
" - - "	7 1 8	July 3, 1850					

ame and nination of chool,	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
EX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	90 0 0	Feb. 16, 1848					
- - N.S.	125 0 0	Nov. 3, 1845					
r, St. Pan- - - N.S.	100 0 0	Sept. 12, 1843					
r (Central) N.S.	- - -	- - -	6 10 3½	128 1 8	- -	784 0 0	
er, Girls - B.S.	198 0 0	Dec. 27, 1848					
er (Tower Boys - B.S.	84 3 4	Nov. 5, 1853	6 6 10½	24 18 4	- -	783 1 8	
ley - - N.S.	80 0 0	Jan. 5, 1850	0 13 11				
and Keymer N.S.	*50 0 0	Jan. 1839					
and Up- - - N.S.	90 0 0	Oct. 30, 1848	2 5 8½				
- - N.S.	60 0 0	Mar. 3, 1840					
and Bal- - - N.S.	160 0 0	Aug. 12, 1846					
n, Mixed N.S.	35 0 0	Jan. 26, 1854					
- - N.S.	*75 0 0	Dec. 1838					
ne - - N.S.	- - -	- - -	5 12 0	108 2 6	- -	194 5 0	23 15 0
te - - N.S.	*50 0 0	July 1838					
- - N.S.	*34 0 0	Dec. 1838					
- - N.S.	- - -	- - -	- -	16 10 0	- -	- - -	17 6 0
st - - N.S.	140 0 0	Apr. 26, 1846	2 2 8½	54 0 0	- -	98 15 0	
ow, Boys rls - - N.S.	160 10 0	Jan. 31, 1852	2 10 1	52 5 0	- -	30 6 0	9 18 0
" - - "	67 0 0	Oct. 27, 1854					
- - N.S.	84 0 0	May 13, 1848	1 2 7				
d - - N.S.	65 0 0	June, 1837					
ree) - N.S.	- - -	- - -	5 1 5½	33 0 0	- -	187 6 8	
Down - N.S.	*75 0 0	Feb. 1838	1 14 7½	- -	- -	214 17 6	6 18 0
- - "	60 0 0	Apr. 25, 1850					
- - N.S.	- - -	- - -	1 13 4				
t. Clement's N.S.	- - -	- - -	5 7 3½	- -	- -	159 17 6	
tt, West - P.U.	- - -	- - -	- -	- -	- -	10 0 0	
- - N.S.	100 0 0	Nov. 8, 1842	1 17 1½	- -	- -	93 15 0	3 19 0
" - "	8 10 0	Oct. 20, 1854					
, Parochial -	*220 0 0	May, 1836					
, All Saints' . Clement's N.S.	213 3 4	Apr. 23, 1853	13 8 8½	50 0 0	20 0 0	624 17 6	
, St. Mary's N.S.	166 0 0	June 19, 1841	7 5 0	44 0 0	- -	461 15 10	
- - B.S.	*250 0 0	Nov. 26, 1836					
y - - N.S.	170 0 0	Feb. 22, 1845	2 19 11½	- -	- -	109 10 0	
- - N.S.	53 0 0	Aug. 23, 1845					
nceaux - N.S.	- - -	- - -	2 3 11½	37 10 0	- -	97 18 4	
y, West - N.S.	45 0 0	Mar. 26, 1844					
- - "	15 0 0	Mar 11, 1854					
- - N.S.	22 0 0	Oct. 13, 1846					
, Boys - N.S.	- - -	- - -	2 0 0	- -	- -	29 0 0	
- - N.S.	58 0 0	Nov. 15, 1844					
errepoint N.S.	- - -	- - -	- -	57 3 4	- -	74 3 4	
n - - N.S.	110 0 0	May, 1846					
- - - N.S.	*50 0 0	Feb. 1840					
's, Saint, - - N.S.	*60 0 0	June, 1836	7 0 0	58 10 0	-	159 10 0	
- - "	396 0 0	May 19, 1848					
's, " Saint, , All Souls, R.C.	- - -	- - -	6 13 3	- -	- -	228 8 4	
- - N.S.	- - -	- - -	4 16 8½	86 11 8	- -	181 5 0	
- - N.S.	95 0 0	Apr. 6, 1852	4 0 7				
npton - N.S.	105 0 0	July 24, 1846	1 8 7½				
th - - N.S.	80 0 0	Jan. 26, 1846					
all - - N.S.	80 0 0	July 7, 1845	2 12 0				
- - "	10 0 0	Oct. 4, 1845					
- - N.S.	- - -	- - -	10 16 6½	12 10 0	- -	124 10 0	4 10 0
- - N.S.	37 0 0	June 8, 1842					
eld and ington - N.S.	52 0 0	Feb. 23, 1850					
en - - N.S.	130 0 0	June 25, 1844	3 15 0½	- -	- -	15 0 0	

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SUSSEX—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ninfield, Mixed - N.S.	100 0 0	Dec. 21, 1854	1 10 0				
Offham - - - N.S.	55 10 0	Nov. 20, 1850					
Patcham - - N.S.	107 0 0	Oct. 31, 1854					
Peasmarsh - - N.S.	140 0 0	Dec. 13, 1844					
Pett - - - N.S.	75 0 0	Oct. 19, 1848					
Plumpton - - N.S.	*23 0 0	Nov. 1838					
Polegate - - - N.S.	54 0 0	May 16, 1849	2 8 0				
Portslade and Hangleton - - - N.S.	66 10 0	Aug. 26, 1843					
" " - - "	60 0 0	Aug. 29, 1853					
Pyecombe - - N.S.	22 5 0	Jan. 20, 1845					
Ripe - - - N.S.	55 0 0	Mar. 10, 1843					
" - - - "	35 0 0	Oct. 8, 1849					
Rotherfield - - N.S.	- - -	- - -	1 12 11½	- - -	- -	129 10 0	
Rye - - - Wes.	- - -	- - -	4 6 0	18 0 0	- -	112 6 8	
Salehurst - - N.S.	*75 0 0	March, 1841	3 17 0½				
Sayer's Common - N.S.	65 0 0	July 24, 1843					
Selmeston - - N.S.	- - -	- - -	- -	25 16 8	- -	21 5 0	
Slaugham - - N.S.	60 0 0	Dec. 4, 1841					
Slinfold - - - N.S.	89 0 0	Dec. 21, 1845	- -	24 15 0	- -	15 0 0	
Sompting - - N.S.	*64 0 0	April, 1839					
Southbourne and Seaside - - N.S.	150 0 0	May 5, 1852	1 17 11	21 15 0	- -	16 5 0	12 15 0
Southwick - - N.S.	70 0 0	Feb. 16, 1844	- -				
Staplecross - - Wes.	- - -	- - -	3 6 8	102 0 0	- -	225 0 0	
Steyning - - N.S.	70 0 0	Sept. 22, 1841					
Storrington - - N.S.	*20 0 0	Nov. 1836					
Stoughton and Racton - - - N.S.	62 10 0	Aug. 11, 1843	2 5 11½	13 0 0	- -	148 15 0	
Ticehurst - - N.S.	350 0 0	Sept. 7, 1847	5 16 4½	76 15 0	- -	384 7 6	2 5 0
Tillington - - N.S.	- - -	- - -	- -	12 0 0			
Twyford - Ch. Sch.	- - -	- - -	- -	- -	- -	15 0 0	
Uckfield - - - N.S.	256 10 0	Mar. 5, 1851	3 6 8	42 5 0	- -	20 0 0	11 3 0
Wadhurst - - N.S.	*100 0 0	June, 1837					
Waltham, Cold - N.S.	82 0 0	Sept. 19, 1846	- -	7 10 0	- -	30 0 0	8 13 0
Warbleton - - N.S.	*50 0 0	Feb. 1838					
Warnham - - N.S.	74 0 0	Feb. 6, 1851	- -	3 0 0	- -	2 10 0	
Westbourne - - N.S.	*90 0 0	June, 1837	5 0 0	49 10 0	- -	391 13 9	4 16 0
Withyham, St. Michael's - - N.S.	- - -	- - -	2 3 5	56 1 8	- -	54 3 4	3 2 0
Withyham, St. John's N.S.	- - -	- - -	1 16 7½	- -	- -	35 0 0	
Worthing - - N.S.	*100 0 0	March, 1835					
Worthing - - Wes.	- - -	- - -	1 4 8½	11 0 0	- -	37 10 0	
WARWICKSHIRE.							
Alcester - - - N.S.	100 0 0	Feb. 9, 1844	10 2 4½	- -	- -	154 15 0	14 10 0
" - - - "	6 18 6	Dec. 20, 1850					
" - - - "	17 0 0	Jan. 18, 1854					
Atherstone, Free School	150 0 0	Sept. 3, 1842					
Atherstone, Grammar School - - -	- - -	- - -	- -	- -	- -	23 6 8	
Attleborough - N.S.	236 0 0	May 4, 1840	4 12 8½	17 10 0	- -	146 0 0	6 13 0
Bentley - - - N.S.	- - -	- - -	- -	25 1 8	- -	29 0 0	17 7 0
Bidford - - - N.S.	50 0 0	Apr. 14, 1846	5 10 6½	- -	- -	95 5 0	5 8 0
" - - - "	19 10 0	Mar. 11, 1854					
Birmingham Asylum P.U.	- - -	- - -	- -	- -	- -	32 0 0	
Birmingham - - Wes.	- - -	- - -	- -	18 0 0			
Birmingham, All Saints - - - N.S.	616 0 0	July 11, 1847	3 6 8				
Birmingham, Day School, Teachers' Association -	- - -	- - -	0 13 4½				
Birmingham and Edgbaston, Girls B.S.	- - -	- - -	4 3 0½	25 16 8	- -	87 5 9	
Birmingham, Bishop Ryder's - - N.S.	450 0 0	Feb. 8, 1842	2 14 3½	- -	- -	14 0 0	
" " - - "	13 18 3	May 31, 1845					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, Christ's Church - - N.S.	*400 0 0	Dec. 1837					
Birmingham, Christ Ch. (Ryland Street North) Infants - N.S.	196 0 0	Jan. 23, 1849					
Birmingham, Church of the Saviour - B.S.	- - -	- - -	5 8 4½	21 0 0	- -	66 13 4	
Birmingham, St. Bartholomew's, Boys, Girls, and Infants - - N.S.	*150 0 0	Dec. 3, 1834	4 0 1½				
" " " - "	257 10 0	May 29, 1851					
Birmingham, St. Chad's - - R.C.	- - -	- - -	3 17 2½	74 11 8	- -	595 5 0	
Birmingham, St. George's (Russell Street) - - N.S.	*300 0 0	Dec. 1834	7 18 11½	96 15 0	- -	209 17 6	
" " - "	230 0 0	Jan. 16, 1843					
" " - "	200 0 0	Jan. 1845					
" " - "	100 0 0	Oct. 22, 1847					
" " - "	8 11 8	July 13, 1852					
Birmingham, St. George's (Farm Street), Infants - N.S.	150 0 0	Nov. 24, 1849	3 8 4	- -	- -	29 0 0	
Birmingham, St. John's - - R.C.	- - -	- - -	1 2 0	- -	- -	28 15 0	
Birmingham, St. Luke's (Macdonald Street) Infants - - - N.S.	177 0 0	Jan. 24, 1840	6 5 0½	- -	- -	47 10 0	
Birmingham, St. Luke's (Edgbaston), Boys, Girls, and Infants - N.S.	370 0 0	Oct. 30, 1843	13 8 8	27 1 8	25 0 9	605 15 10	
" " - "	133 0 0	Apr. 19, 1845					
" " - "	46 1 6	Jan. 12, 1846					
" " - "	12 16 0	July 22, 1848					
" " - "	13 6 8	July 16, 1850					
Birmingham, St. Mark's, Boys, Girls, and Infants N.S.	492 0 0	July 11, 1844	9 15 9	- -	- -	487 3 4	
" " - "	12 16 4	Oct. 29, 1849					
" " - "	89 10 0	June 5, 1850					
Birmingham, St. Martin's and St. Bartholomew's - B.S.	115 0 0	Jan. 4, 1840					
Birmingham, St. Matthew's - N.S.	691 0 0	Dec. 17, 1841	3 5 8				
" " - "	56 10 0	Jan. 8, 1846					
" " - "	5 19 0	Apr. 6, 1846					
Birmingham, St. Mary's - - N.S.	750 0 0	July 24, 1846	- -	6 10 0	- -	106 10 10	
Birmingham, St. Mary's - - R.C.	- - -	- - -	2 19 9½	30 15 0	- -	65 10 0	
Birmingham, New Jerusalem - - B.S.	- - -	- - -	3 12 6½	11 5 0	- -	23 15 0	
Birmingham, St. Nicholas - - R.C.	- - -	- - -	- -	7 0 0	- -	19 8 4	
Birmingham, St. Paul's - - - N.S.	788 0 0	Jan. 8, 1846	3 10 10½	30 10 0	- -	559 18 4	
" " - "	20 0 0	Oct. 26, 1847					
Birmingham, St. Peter's, Boys, Girls, and Infts. - N.S.	*531 0 0	Nov. 26, 1844	4 6 8	- -	- -	103 15 10	
" " - "	10 0 0	Nov. 21, 1845					
" " - "	73 10 0	Sept. 5, 1849					
Birmingham, St. Peter's - - R.C.	- - -	- - -	2 13 4	92 15 0	- -	456 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Birmingham, St. Philip's, Industrial Free School	405 0 0	July 19, 1850	- - -	- - -	- - -	39 13 4	
Birmingham, St. Philip's - - N.S.	500 0 0	Mar. 17, 1843	5 9 1½	150 0 0	- - -	288 5 10	
Birmingham, St. Philip's - - R.C.	- - -	- - - -	- - -	8 15 0	- - -	25 8 4	
Birmingham, St. Stephen's - - N.S.	828 0 0	Jan. 12, 1845	4 8 2½	- - -	- - -	32 10 0	
Birmingham, St. Thomas' - - N.S.	50 0 0	Mar. 17, 1844	9 5 7½	177 8 4	- - -	493 16 8	
" " - "	5 12 0	Oct. 21, 1845					
" " - "	171 0 0	Aug. 19, 1850					
" " - "	80 0 0	May 4, 1854					
Birmingham, Unitarian Domestic Mission School -	- - -	- - - -	11 7 3½	31 0 0	- - -	252 15 0	
Bordesley, St. Andrew's, Smallheath, Infants - N.S.	99 0 0	Dec. 17, 1850					
Brinklow - - N.S.	- - -	- - -	1 14 4				
Chilvers Coton - N.S.	104 0 0	Apr. 2, 1846					
Claverdon - - N.S.	100 0 0	Mar. 15, 1849	2 5 8½	- - -	- - -	32 10 0	
Clifton on Dunsmoor - - - N.S.	10 0 0	Aug. 8, 1849	4 9 7	37 0 0	- - -	267 10 0	
" - -	186 0 0	Apr. 29, 1851					
Compton, Fenny - N.S.	*54 0 0	Aug. 1834					
Corley Moor - - N.S.	- - -	- - -	0 12 4½				
Coventry, St. John's N.S.	*120 0 0	Jan. 1840	2 9 8½	22 10 0	- - -	63 2 4	
Coventry, St. Peter's N.S.	180 0 0	Dec. 16, 1844	4 2 3	33 15 0	- - -	283 1 8	
" " - "	12 2 6	Feb. 11, 1847					
" " - "	75 0 0	June 15, 1852					
Coventry, St. Michael's - - - N.S.	- - -	- - -	1 13 4	20 1 8			
Coventry - - B.S.	*125 0 0	Jan. 19, 1842					
Coventry (Vicar Lane) B.S.	*200 0 0	Feb. 14, 1835					
Coventry, Holy Trinity, Boys, Girls, and Infants - N.S.	1,337 0 0	Sept. 26, 1854					
Cubington - - N.S.	220 0 0	Aug. 14, 1846	- - -	70 0 0	- - -	489 0 0	
Deritend, St. John's N.S.	267 0 0	Jan. 11, 1849	7 9 1½	12 7 6	- - -	11 5 9	
" " - "	95 5 0	Oct. 14, 1853					
Dunchurch - - N.S.	*100 0 0	Dec. 1838	1 9 7½	- - -	- - -	295 0 0	4 8 0
" - - "	8 0 0	Nov. 15, 1845					
" - - "	42 0 0	May 10, 1847					
" - - "	8 5 0	May 22, 1852					
Eathington - - N.S.	- - -	- - - -	1 9 6	24 15 0	- - -	- - -	5 9 0
Edgbaston - - Par.	- - -	- - - -	- - -	- - -	- - -	359 10 0	
Edgbaston, St. George's, Infants N.S.	182 0 0	Jan. 13, 1854					
Erdington - - B.S.	100 0 0	Sept. 2, 1840					
Erdington - - R.C.	- - -	- - - -	1 6 8½	17 10 0	- - -	- - -	15 0 0
Grandborough - N.S.	54 10 0	June 18, 1841					
Halford - - - N.S.	- - -	- - -	1 0 7½				
Harborough, Magna N.S.	88 0 0	Sept. 1, 1846	1 3 11				
Hartshill, Mixed and Infants - - N.S.	148 10 0	Feb. 5, 1853	1 9 4½				
Itchington, Bishop's N.S.	*37 0 0	June 1838	1 0 0				
Itchington, Long, Endowed - - N.S.	- - -	- - -	1 0 1	31 5 0	- - -	15 0 0	5 8 0
Kenilworth - - N.S.	*57 0 0	Sept. 1836					
Kenilworth, St. Austin's - - R.C.	- - -	- - - -	- - -	11 0 0			
Keresley and Coundon - - - N.S.	112 10 0	Oct. 14, 1852	2 14 8	- - -	- - -	- - -	5 16 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WARWICKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kingsbury Endowed - - N.S.	6 5 10	June 15, 1849	11 8 0½	19 5 0	- -	131 5 0	
" " - "	21 8 0	Dec. 27, 1854					
Kinwarton and Great Alne - N.S.	*30 0 0	Feb. 1836 -	2 0 1	- -	- -	169 14 2	2 10 0
" " - "	57 0 0	Jan. 25, 1841					
" " - "	11 10 0	Nov. 23, 1853					
Lea Marston, Ch. Sch. -	- - -	- - -	- - -	- - -	- - -	- - -	2 5 0
Leamington Priors R.C.	- - -	- - -	2 10 5½	112 0 0	- -	67 10 0	
Napton on the Hill N.S.	40 0 0	July 10, 1844	1 7 0				
" " - "	24 0 0	Jan. 6, 1851					
Nuneaton (Abbey End) Infants - N.S.	241 0 0	Nov. 30, 1849					
Nuneaton (Church Lane) - - N.S.	618 0 0	Mar. 12, 1850	5 11 1	91 4 2	17 10 0	310 8 4	
Pailton - - - N.S.	121 0 0	Sept. 27, 1848	1 0 6				
" " - "	252 0 0	Dec. 8, 1854					
Ratley - - - N.S.	117 0 0	July 10, 1850	1 0 5½	- -	- -	30 0 0	
Rugby (Elborow's) - N.S.	29 19 0	Jan. 17, 1851	9 3 4	31 13 4	- -	439 13 4	
Rugby, St. Matthew's, Infants - N.S.	100 0 0	Jan. 29, 1846	- -	20 16 8	- -	66 10 0	
" " - "	9 10 0	Nov. 25, 1853					
" " - "	65 0 0	Nov. 21, 1854					
Rugby (New) - Par.	275 0 0	July 1, 1853	6 2 10½	50 17 6	- -	154 10 0	
Rugby - - - Wes.	- - -	- - -	6 15 1	95 3 4	- -	283 0 0	
Shirley, Endowed - N.S.	*65 0 0	June, 1836	3 6 10½	27 10 0	- -	146 0 0	7 2 0
" " - "	187 0 0	Oct. 23, 1852					
Snitterfield - - N.S.	*100 0 0	Nov. 1838	4 3 11	127 10 0			
Solihull, Lower, Free School - - -	- - -	- - -	- - -	- - -	- - -	49 11 8	
Southam - - B.S.	46 0 0	Aug. 12, 1840					
Stockingford - - N.S.	64 0 0	Apr. 20, 1848	5 10 0½	10 10 0	- -	122 5 0	7 6 0
" - - "	2 5 0	July 16, 1850					
Stockton - - N.S.	100 0 0	Mar. 6, 1841					
" - - "	30 0 0	Mar. 14, 1844					
Stoke - - - N.S.	63 10 0	Apr. 14, 1841					
Stratford-on-Avon - N.S.	230 0 0	Feb. 26, 1846	2 3 11	12 0 0			
Studley - - - N.S.	*25 0 0	Oct. 1837					
Sutton-Coldfield - R.C.	- - -	- - -	2 6 8	19 5 0	- -	176 0 0	2 14 0
Thurlaston - - N.S.	138 15 0	July 4, 1850					
Warwick, Boro' - N.S.	*130 0 0	May, 1836	5 1 1	5 16 8	- -	602 10 0	
" " - "	55 0 0	Apr. 12, 1847					
" " - "	20 0 0	July 16, 1849					
" " - "	30 0 0	Nov. 10, 1853					
Warwick, St. Mary's and St. Paul's - N.S.	162 0 0	Dec. 11, 1849					
Warwick and Leamington Schoolmasters' Association - - -	- - -	- - -	0 13 4				
Wilmcote - - -	- - -	- - -	- - -	- - -	- - -	- - -	5 2 0
Wolvey - - - N.S.	*53 0 0	Nov. 1838					
Worcester, Model School (Lower Saltley) - - -	- - -	- - -	- - -	30 11 8	- -	29 0 0	9 6 0
WESTMORELAND.							
Appleby - - - B.S.	126 15 0	Dec. 26, 1849					
Birthwaite, St. Mary's, Mixed - N.S.	- - -	- - -	- - -	- - -	- - -	34 11 8	
Bongate - - - N.S.	65 0 0	July 31, 1845					
Burton - - - N.S.	- - -	- - -	2 1 8½	10 10 0	- -	45 8 4	
Casterton - - N.S.	42 0 0	June 30, 1841	1 0 1¾	- -	- -	129 19 2	
Grayrigg - - N.S.	32 0 0	May 17, 1847					
Holme - - - N.S.	82 10 0	Apr. 14, 1842	- -	- -	- -	- - -	6 18 0
Kendal, St. Thomas' Infants - N.S.	- - -	- - -	- - -	18 6 8			
Kendal - - - N.S.	14 11 0	Oct. 20, 1849	- -	70 0 0	- -	451 18 4	
" - - "	14 0 0	Nov. 26, 1852					
" - - "	65 0 0	Aug. 3, 1854					

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WESTMORELAND—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kendal, Boys - B.S.	*125 0 0	Dec. 30, 1835	12 14 5	121 16 8	- -	548 8 4	
Kendal - - Wes.	173 0 0	Aug. 2, 1848	3 13 4½				
Kendal, St. George's, Girls - - N.S.	243 10 0	Oct. 25, 1854	2 14 4				
Kirkby Stephen - N.S.	*45 0 0	June, 1834					
Martindale - - N.S.	*27 0 0	Dec. 1835					
Ormside, Mixed - N.S.	35 0 0	Dec. 6, 1854					
Strickland, Great, Ch. Sch. - - -	- - -	- - -	- -	49 6 8	- -	32 10 0	5 16 0
WILTSHIRE.							
Alderbury - - Par.	- - -	- - -	3 10 4½	43 10 0	- -	17 10 0	
Amesbury - - N.S.	- - -	- - -	1 18 4½	- -	- -	12 10 0	
Ashton, Steeple - N.S.	- - -	- - -	- -	11 0 0	- -	28 10 0	
Ashton, West - N.S.	70 0 0	Oct. 26, 1847	6 2 0½	- -	- -	325 10 10	
" " - "	9 10 0	Sept. 26, 1848					
" " - "	62 5 0	Dec. 6, 1850					
" " - "	37 10 0	June 6, 1854					
Avebury - - N.S.	40 0 0	Nov. 29, 1844					
Barford, St. Martin's, Mixed and Infants -	487 0 0	Dec. 8, 1854					
Berwick Bassett - N.S.	66 0 0	July 18, 1848					
Biddeston - - N.S.	50 0 0	Sept. 10, 1844	2 0 0				
Bishopstone, near Salisbury - - N.S.	- - -	- - -	2 1 8½	- -	- -	0 16 8	3 5 0
Bishopstone, near Farringdon - N.S.	126 0 0	Aug. 2, 1850	2 7 9	- -	- -	18 15 0	
Bower Chalke - N.S.	40 0 0	Oct. 14, 1844					
Bowood - - -	- - -	- - -	3 10 7½	- -	- -	109 3 4	
Bradford, Ch. Ch. - N.S.	- - -	- - -	7 9 0½	36 5 0	- -	184 0 0	
Bradford, Parish Church - - N.S.	*190 0 0	Oct. 1836	4 15 7	21 1 8	- -	119 13 4	
" " - "	28 8 6	Jan. 31, 1852					
" " - "	31 14 8	Oct. 23, 1852					
Bradley, North, Ch. Ch. (Road Hill) - N.S.	*60 0 0	Nov. 21, 1835	1 0 3				
Bramshaw - - N.S.	- - -	- - -	- -	10 0 0			
Bratton - - - N.S.	50 0 0	Dec. 22, 1846					
Bratton - - B.S.	95 19 6	Apr. 1846 -	1 17 7½				
Bremhill - - N.S.	150 0 0	Dec. 13, 1847	1 13 4				
Brixton Deverell - N.S.	*40 0 0	Dec. 1836					
Bromham - - N.S.	- - -	- - -	1 12 8½	- -	- -	33 16 8	
Broughton, Gifford N.S.	90 13 4	June 3, 1853	1 1 0½	- -	- -	- - -	3 2 6
Calne, Boys - - N.S.	6 0 6	July 19, 1848	6 15 0½	69 5 0	- -	300 0 0	
Calne, Girls - - N.S.	4 5 6	July 19, 1848	9 11 5½	- -	- -	294 10 0	
Calne, Middle, Endowed, Free Grammar School -	10 0 0	July 19, 1848	7 16 7	- -	- -	212 10 0	
Castle Combe - N.S.	- - -	- - -	4 6 4½	44 0 0	- -	266 16 8	
Charlton - - N.S.	70 0 0	April 23, 1842					
Charlton Park - N.S.	- - -	- - -	- -	- -	- -	1 13 4	
Cheverell, Great - N.S.	50 0 0	Nov. 8, 1845					
Chippenham - N.S.	*170 0 0	Oct. 1837 -	- -	12 0 0			
Chippenham - P.U.	- - -	- - -	- -	- -	- -	56 5 0	
Chirton - - - N.S.	40 0 0	Aug. 25, 1846					
Chiseldon - - N.S.	70 0 0	July 21, 1841					
Chittoe - - - N.S.	- - -	- - -	- -	3 6 8			
Cholderton - - N.S.	- - -	- - -	0 16 0½				
Christian-Malford - N.S.	- - -	- - -	2 16 8½	9 12 6			
Compton Bassett - N.S.	53 0 0	Feb. 4, 1843	1 84 5				
Combe Bissett - N.S.	40 0 0	Jan. 26, 1846	- -	25 18 4	- -	103 6 8	
" " - "	7 10 0	July 18, 1854					
Corsham - - - B.S.	*100 0 0	Jan. 29, 1840	3 18 8	- -	- -	143 10 0	7 16 0
Cricklade - - N.S.	108 0 0	July 10, 1843					
Damerham - - N.S.	- - -	- - -	- -	9 3 4			
Derry Hill - - N.S.	90 0 0	Jan. 29, 1841	1 7 7				
" - - "	42 0 0	Feb. 8, 1848					

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	Amount.	Date of Payment.					
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Deverill, Longbridge - - N.S.	- - -	- - -	- - -	- - -	- - -	1 13 4	
Devizes, Town (Sheep Street) Boys - N.S.	- - -	- - -	1 8 0				
Devizes, Town (Bridewell Street) Girls N.S.	- - -	- - -	2 10 8	- - -	- - -	28 6 8	
Devizes - - B.S	*110 0 0	Oct. 20, 1834					
Dilton's Marsh - N.S.	200 0 0	Mar. 16, 1848	2 15 5	16 10 0	- - -	150 9 2	
" - - "	6 0 3	Apr. 14, 1848					
Donhead, St. Mary's N.S.	*29 0 0	April, 1837					
Downton - - N.S.	182 0 0	Sept. 17, 1847	13 7 3½	29 6 8	- - -	77 1 8	
Downton - - B.S.	150 0 0	Dec. 11, 1841	3 6 8	100 10 0	30 0 0	316 0 0	18 10 0
" - - "	33 0 0	Nov. 12, 1850					
Durrington - - Par.	- - -	- - -	2 12 3	- - -	- - -	213 7 6	
Erchfont - - N.S.	- - -	- - -	1 19 9½	- - -	- - -	359 12 6	
Everleigh - - N.S.	70 0 0	Aug. 23, 1845	1 0 10				
Fisherton Anger - N.S.	180 0 0	Sept. 26, 1843	1 10 9½	- - -	- - -	1 13 4	
Fonthill, Bishop - N.S.	37 10 0	July 28, 1841					
Fonthill, Gifford - N.S.	41 0 0	July 6, 1846					
Fovan - - - N.S.	105 10 0	Dec. 23, 1848					
Foxham - - -	- - -	- - -	- - -	- - -	- - -	66 10 0	
Grafton, East - N.S.	- - -	- - -	- - -	10 0 0	- - -	- - -	2 3 0
Hankerton - - N.S.	52 0 0	Dec. 10, 1852					
Heytesbury - N.S.	*150 0 0	Dec. 1838	- - -	- - -	- - -	6 13 4	
" - - "	6 11 0	Aug. 12, 1848					
Highworth - - N.S.	*100 0 0	June, 1837	1 2 0				
Highworth and Swindon - - P.U.	- - -	- - -	- - -	- - -	- - -	54 13 4	
Hillmarton - - N.S.	- - -	- - -	1 5 0½				
Hilperton - - N.S.	70 0 0	Dec. 29, 1846	1 18 10½	- - -	- - -	30 0 0	
Hinton, Broad - N.S.	80 0 0	June 3, 1846					
" - - "	80 0 0	July 3, 1848					
Hinton, Little - N.S.	65 0 0	Apr. 4, 1850	1 15 4	- - -	- - -	33 15 0	
Holt - - - N.S.	*40 0 0	Dec. 1835					
Imber - - - N.S.	*34 0 0	May, 1837					
Kingswood - - N.S.	*75 0 0	Dec. 1835					
Knoyle, East - N.S.	*31 0 0	Jan. 1839	1 9 11	- - -	- - -	15 0 0	10 1 0
Lacock - - N.S.	- - -	- - -	51 5 0	- - -	- - -	70 0 0	
Landford - - N.S.	45 0 0	Mar. 17, 1843	1 3 5				
Latton - - - Par.	- - -	- - -	- - -	6 0 0	- - -	- - -	4 9 0
Lavington, Market - N.S.	140 0 0	July 17, 1846	2 15 11½				
Limpley, Stoke - N.S.	75 0 0	July 29, 1845					
Lydiard Millicent - N.S.	38 0 0	Jan. 14, 1843					
" " " -	25 0 0	Dec. 8, 1846					
Maddington - N.S.	- - -	- - -	1 4 11½				
Maiden Bradley - N.S.	65 0 0	June 30, 1847					
Malmesbury, Juvenile and Infant Ch. Sch. - - -	- - -	- - -	5 8 4	- - -	- - -	- - -	17 4 0
Marden - - N.S.	25 0 0	Dec. 16, 1844					
Marlborough, St. Mary's - - N.S.	210 0 0	Dec. 12, 1850	1 10 11½	23 15 0	- - -	150 8 4	
Marlborough, St. Peter's, Boys Girls, and Infants N.S.	500 0 0	Oct. 3, 1854	4 9 0	109 13 4	- - -	194 12 6	
Melksham - - N.S.	154 0 0	Aug. 17, 1840	8 1 0½	7 10 0	- - -	145 15 10	
" - - "	27 4 4	Dec. 31, 1852					
Melksham - - B.S.	- - -	- - -	3 10 3½	48 0 0	- - -	319 16 8	
Mere - - N.S.	207 0 0	July 16, 1841	2 15 1½	8 15 0	- - -	83 0 0	
" - - "	40 0 0	Feb. 6, 1846					
Minety, St. Leonard's N.S.	106 0 0	Nov. 2, 1847					
Monckton - - N.S.	25 0 0	July 22, 1845					
Netheravon - N.S.	- - -	- - -	1 6 8	51 6 8			
Nettleton and Burton - - N.S.	69 0 0	Dec. 2, 1850	1 11 3	- - -	- - -	32 10 0	
Newton, South - N.S.	- - -	- - -	1 0 4	43 1 8			
Nunton - - - N.S.	- - -	- - -	- - -	24 0 0			
Patney - - - N.S.	*25 0 0	June 1835					
Pewsey - - - N.S.	*75 0 0	Sept. 1840					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WILTSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Plaitford - - N.S.	- - -	- - -	1 7 2				
Pool Keynes - - N.S.	80 0 0	Dec. 27, 1847					
Purton - - - N.S.	- -	- - -	3 6 8½	- -	- -	47 10 0	
Redlynch - - N.S.	- - -	- - -	0 18 6	13 0 0			
Salisbury, St. Martin's - - - N.S.	21 0 0	Aug. 14, 1851	9 13 4½	104 11 8	14 11 8	609 7 6	
Salisbury, St. Edmund's - - N.S.	*40 0 0	Mar. 1833					
Salisbury - - P.U.	- - -	- - -	- -	- -	- -	5 0 0	
Salisbury - - Wes.	- - -	- - -	5 10 11	48 10 0	- -	305 3 4	
Salisbury, Model - N.S.	- - -	- - -	- -	12 16 8	- -	110 0 0	
Seagry - - - N.S.	50 0 0	Feb. 15, 1851					
Semley - - - N.S.	50 0 0	Sept. 11, 1841					
Shaw and Witley N.S.	- - -	- - -	1 3 4				
Sherston Magna - N.S.	130 0 0	June 19, 1846	4 13 4				
Sherston - - B.S.	- - -	- - -	7 18 0½	81 5 0	- -	244 1 8	19 3 0
Southbroom - - N.S.	*50 0 0	July 19, 1834					
Staverton - - N.S.	- - -	- - -	2 14 2	- -	- -	51 5 0	
Stert - - - N.S.	20 0 0	Jan. 23, 1841					
Stratford, Sub Castle N.S.	37 10 0	July 7, 1842					
Stratton, St. Margaret's - - N.S.	*35 0 0	Mar. 1837					
Sutton Benger - N.S.	42 0 0	Aug. 22, 1850					
Swallowcliffe - N.S.	45 0 0	Jan. 29, 1844					
Swindon, Old, Boys and Girls - - N.S.	*85 0 0	May 20, 1837					
Swindon, Old, Inft. N.S.	- - -	- - -	- -	21 13 4	- -	90 12 6	8 12 0
Swindon, New (Gt. Western Railway) N.S.	300 0 0	Apr. 28, 1846	5 13 4½	77 10 0	- -	251 3 4	
Tisbury - - N.S.	175 0 0	July 1, 1843	2 16 2½				
Tollard, Royal, Ch. Sch.	- - -	- - -	1 6 6				
Trowbridge - - N.S.	*105 0 0	Dec. 1837 -	4 3 1	66 19 2	- -	605 4 7	
" - - "	726 0 0	May 6, 1846					
" - - "	8 0 0	July 12, 1851					
Trowbridge, Holy Trinity - - N.S.	- - -	- - -	2 11 2½	- -	- -	386 7 1	
Trowbridge, Boys - B.S.	- - -	- - -	1 18 9	- -	- -	7 10 0	
Upton Scudamore N.S.	*30 0 0	Dec. 1839					
Warminster - N.S.	*400 0 0	Sept. 1835	7 6 8	97 11 8	- -	704 0 10	
" - - "	5 4 8	Dec. 5, 1845					
" - - "	201 0 0	May 19, 1846					
Warminster - B.S.	*135 0 0	Oct. 18, 1837					
Westbury - - N.S.	150 0 0	Apr. 1, 1847	3 6 8	57 1 8	- -	469 4 2	
" - - "	8 2 0	Sept. 26, 1848					
Westbury, Heywood House - N.S.	- - -	- - -	4 1 1½	- -	- -	232 0 0	
Westwood - - N.S.	53 0 0	May 7, 1842	1 1 0				
" - - "	20 0 0	Nov. 23, 1853					
Whiteparish - N.S.	100 0 0	Oct. 6, 1842	2 0 0				
Wilton - - N.S.	- - -	- - -	- -	104 7 6	- -	365 12 6	
Winterbourne, Earl's N.S.	- - -	- - -	1 17 5				
Winterbourne, Stoke N.S.	- - -	- - -	- -	43 13 4	- -	14 3 4	
Wotton Bassett - N.S.	40 0 0	Dec. 21, 1842					
Wraxall, South - N.S.	37 10 0	Apr. 22, 1842					
Wylie - - N.S.	*45 0 0	Feb. 1836					
Zeals - - - N.S.	42 0 0	Oct. 12, 1846	1 0 0½				
WORCESTERSHIRE.							
Areley Kings - N.S.	55 0 0	Jan. 27, 1846	1 5 0½				
Bartley Green - N.S.	*30 0 0	Oct. 1840					
Bengworth - - N.S.	150 0 0	Aug. 7, 1847	3 8 3½	25 0 0	- -	67 10 0	
" - - "	50 0 0	Dec. 6, 1848					
Berrow - - N.S.	*45 0 0	Apr. 1835					
Bewdley, Far Forest N.S.	60 0 0	Apr. 30, 1849					

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	Amount.	Date of Payment.					
WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bredicot - - N.S.	100 0 0	Aug. 19, 1845	2 8 5				
" - - "	30 6 6	Oct. 21, 1848					
Bretforton - - N.S.	75 0 0	Nov. 29, 1848					
Broadheath - N.S.	*18 0 0	Oct. 1836					
Bromsgrove - N.S.	*200 0 0	June, 1834	5 0 0½	109 10 0	- -	105 10 0	
Bromsgrove (Park Place) - - R.C.	- - -	- - -	- -	33 0 0			
Castle Morton - N.S.	102 0 0	Nov. 12, 1849					
Claines - - - N.S.	*100 0 0	Aug. 1841	2 0 0½				
Claines, St. George's N.S.	*123 0 0	Dec. 1835	3 6 8				
Clifton on Teme - N.S.	100 0 0	Dec. 5, 1844	1 5 8				
Cradley - - - N.S.	- - -	- - -	3 0 0				
Dodderhill - - N.S.	100 0 0	Oct. 8, 1846	1 11 1½				
" - - "	46 0 0	Mar. 3, 1847					
Droitwich, St. Peter's - - N.S.	- - -	- - -	1 0 0	21 5 0	- -	29 0 0	
Droitwich, Coventry Charity - - N.S.	- - -	- - -	- -	12 0 0			
Dudley - - B.S.	*400 0 0	Mar. 18, 1835					
Dudley, St. Edmund's N.S.	450 0 0	Sept. 17, 1847	6 4 4½	93 15 0	- -	29 0 0	
Dudley, St. James' N.S.	150 0 0	June 21, 1844					
Dudley, St. John's N.S.	395 0 0	Feb. 25, 1848	3 2 4½				
Dudley, St. Thomas' N.S.	520 0 0	Jan. 4, 1848	12 6 11½	16 19 2	- -	20 0 0	
Eldersfield - - N.S.	- - -	- - -	1 16 8½				
Evenload - - N.S.	28 0 0	Aug. 20, 1844					
Evesham - - N.S.	275 0 0	June 1, 1844	2 6 8½	12 0 0	- -	53 15 0	
Evesham - - B.S.	160 0 0	June 1846	- -	82 10 0	- -	341 5 0	
Finstall - - - N.S.	65 0 0	Dec. 19, 1848					
Hagley (Lord Lyttelton's) - - N.S.	- - -	- - -	5 10 2½	78 0 0	- -	223 2 6	11 15 0
Hales Owen, at the Quinton, Ch. Ch. N.S.	54 0 0	Aug. 1, 1842					
" " - "	10 0 0	Nov. 23, 1844					
" " - "	110 0 0	July 16, 1850					
" " - "	25 0 0	Mar. 9, 1852					
Hales Owen" - N.S.	*285 0 0	Dec. 1838	3 19 10	- -	- -	185 6 8	5 14 0
" - - "	46 0 0	Mar. 11, 1845					
Halton, Endowed, Boys and Girls - N.S.	- - -	- - -	1 15 4½				
Harrington - N.S.	59 0 0	June 19, 1849	2 0 0				
Holt and Witley - N.S.	*30 0 0	May, 1838					
Inkberrow - - N.S.	112 10 0	Feb. 16, 1852	4 10 0	- -	- -	- - -	1 19 0
Kidderminster, St. George's - - N.S.	26 13 4	Aug. 19, 1850	5 16 8½	45 0 0	- -	355 0 0	
Kidderminster, St. John's - - N.S.	60 0 0	Jan. 4, 1844					
" "	8 6 8	June 18, 1853					
Kidderminster, St. Mary's, Boys & Girls N.S.	50 0 0	Jan. 31, 1851	9 13 9½	86 10 0	- -	431 0 0	
" " Inf. N.S.	- - -	- - -	- -	14 0 0	- -	114 18 4	
Longdon, Endowed N.S.	116 0 0	Apr. 9, 1850					
Lye - - - N.S.	160 0 0	Jan. 12, 1846					
Lye (Stamber-Mill), Mixed - - N.S.	230 0 0	Feb. 2, 1853	2 3 5½				
Malvern, The Link - - N.S.	75 0 0	Sept. 18, 1845					
Malvern, Great, St. Mary's (Barnard Green) - - N.S.	50 0 0	Dec. 19, 1843	1 0 0				
Malvern Wells, St. Peter's - - N.S.	*50 0 0	Feb. 1839					
Martley - - N.S.	144 0 0	May 26, 1847	2 15 1	- -	- -	- - -	1 6 0
Moreton, Abbott's - N.S.	20 0 0	Oct. 25, 1845					
Moseley - - - N.S.	- - -	- - -	- -	11 13 4			
Newbold-on-Stour N.S.	93 0 0	Sept. 28, 1849	1 10 6½	22 0 0	- -	30 0 0	
Northfield - - N.S.	*100 0 0	Nov. 1838					
Offenham - - N.S.	- - -	- - -	1 2 9½	7 0 0	- -	32 10 0	
Pershore - - N.S.	32 0 0	Sept. 30, 1848	4 10 10½	50 6 8	- -	243 10 0	
" Infants "	180 0 0	Mar. 11, 1854					

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	Amount.	Date of Payment.					
WORCESTERSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Powick - - - N.S.	*60 0 0	Apr. 1840 -	2 14 2½	- -	- -	28 10 0	
„ - - - „	13 0 0	Feb 18, 1847					
„ - - - „	13 0 0	Oct. 4, 1853					
Redditch - - N.S.	600 0 0	Nov. 22, 1846	9 16 7½	8 15 0	- -	344 10 10	
„ - - - „	87 0 0	Sept. 19, 1851					
Redmarley - - N.S.	64 0 0	Mar. 10, 1847	- -	13 0 0	- -	23 15 0	
Ripple - - - N.S.	120 0 0	May 20, 1846					
Romsley - - N.S.	63 0 0	Mar. 29, 1851	1 6 8½				
Salwarpe - - N.S.	- - -	- - -	0 16 8				
Sedgeberrow - - N.S.	40 0 0	Aug. 28, 1845	0 19 11¾				
Shipston-on-Stour N.S.	66 10 0	Feb. 9, 1842	1 17 1	47 16 8	- -	46 2 0	
Stoke Prior - - N.S.	*100 0 0	Mar. 1840					
„ - - - „	15 0 0	Feb. 3, 1848					
Stourbridge - - N.S.	475 0 0	Feb. 10, 1845	3 9 6½				
Stourbridge (Wollaston Road) Girls B.S.	- - -	- - -	3 0 1	10 0 0			
Stourport, or Lower Mitton, Boys, Girls, and Infants - N.S.	248 0 0	Nov. 22, 1845	8 0 6¾	107 10 0	- -	224 7 6	19 4 6
„ „ „	11 6 8	July 13, 1852					
Stowerton - - N.S.	40 0 0	June 30, 1841					
Tardebigge - - N.S.	- - -	- - -	1 5 0	- -	- -	39 7 6	
Upton-on-Severn - N.S.	50 0 0	Jan. 20, 1841	1 6 6				
„ „ - „	3 1 4	Aug. 12, 1848					
„ „ - „	49 0 0	Feb. 28, 1849					
„ „ - „	90 0 0	June 29, 1852					
Wichenford - N.S.	67 0 0	Mar. 1, 1849	1 0 0				
Worcester, All Saints' - - N.S.	250 0 0	July 19, 1848	3 16 0½	16 13 4			
Worcester, St. Peter's (Diglis Street) - - N.S.	300 0 0	June 2, 1845	5 19 1½	78 6 8	- -	176 3 4	
„ „ - „	25 0 0	June 25, 1847					
Worcester, St. Andrew's, Girls - N.S.	*200 0 0	March, 1835					
Worcester, St. Martin's - - N.S.	*250 0 0	July, 1837	8 0 0½	124 16 8	- -	226 0 0	
„ - - - „	21 0 0	June 15. 1848					
„ - - - „	50 0 0	Oct. 25, 1853					
Worcester, St. Paul's - - N.S.	100 0 0	May 2, 1848	8 1 2½	- -	- -	88 10 0	
„ - - - „	7 0 0	Nov. 7, 1848					
„ - - - „	118 0 0	Jan. 25, 1849					
„ - - - „	5 3 4	Feb. 4, 1850					
Worcester, Church Schoolmasters' Association - -	- - -	- - -	3 8 10½				
Worcester, St. George's - - R.C.	- - -	- - -	1 3 4				
Worcester, St. John's (Bedwardine) - N.S.	75 0 0	Apr. 28, 1843	8 15 9½	147 3 4	- -	230 1 8	
„ - - - „	186 6 0	Oct. 19, 1847					
YORKSHIRE.							
Acklam - - N.S.	- - -	- - -	2 6 8½				
Ackworth, Girls - N.S.	- - -	- - -	2 9 11½	12 16 8	- -	136 10 0	
Ackworth, (Lowther's Hospital), Boys - - - N.S.	- - -	- - -	2 10 0½	22 10 0	- -	- - -	3 0 0
Addingham - - N.S.	200 0 0	Mar. 17, 1845	5 6 6	- -	- -	15 0 0	14 11 0
Adwick-le-Street - N.S.	*00 0 0	June 13, 1835					
Aldborough, and Boroughbridge, Mixed - - N.S.	- - -	- - -	3 15 0½	33 7 6	- -	146 0 0	5 5 0
Aldborough and Boroughbridge Mixed, Girls - N.S.	- - -	- - -	- -	10 0 0	- -	1 15 0	

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		Amount.	Date of Payment.					
YORKSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allerton Maulevarer	R.C.	- - -	- - -	3 9 5¼	49 10 0	- -	107 14 2	
Allerston	N.S.	*20 0 0	Jan. 13, 1838	0 3 1				
Allerston	B.S.	8 1 6	May 22, 1846					
Allerton	N.S.	*73 0 0	Oct. 13, 1838					
Allerton	B.S.	200 0 0	June 1846					
Almondbury (Central)	N.S.	343 0 0	Apr. 24, 1846	9 8 11	184 1 8	- -	459 15 0	12 6 0
Alverthorpe and Hanshaw	N.S.	150 0 0	Feb. 15, 1849	3 6 8¾	18 6 8	- -	- - -	8 3 0
Armitage Bridge	N.S.	- - -	- - -	4 13 5¼	42 12 6	- -	274 10 0	
Ardsley	N.S.	60 0 0	Sept. 7, 1841	4 0 2¼	- -	- -	176 0 0	
"	"	15 0 0	May 3, 1845					
"	"	50 0 0	Feb. 28, 1848					
"	"	5 14 0	Oct. 20, 1854					
Arksey	N.S.	57 0 0	May 6, 1843					
Askern	N.S.	- - -	- - -	1 2 6	- -	- -	97 13 2	
Aston, Girls	N.S.	- - -	- - -	1 0 2¼				
Attercliffe	N.S.	110 0 0	Jan. 18, 1842	12 7 8¼	22 10 0	- -	626 15 0	
"	"	20 0 0	Dec. 5, 1845					
"	"	150 0 0	Sept. 27, 1847					
Atwick	N.S.	- - -	- - -	1 0 0¼				
Austerlands	N.S.	60 0 0	Sept. 1, 1841					
Ayton, Great	B.S.	140 0 0	June 27, 1846	2 2 1	- -	- -	100 0 0	
Baildon	N.S.	150 0 0	Apr. 13, 1852					
Balby	N.S.	- - -	- - -	- -	64 3 4	- -	167 5 0	
Bankfoot, St. Matthew's (Mixed)	N.S.	201 13 4	Feb. 18, 1854	2 3 2¾				
Barmburgh	N.S.	- - -	- - -	2 6 8¼				
Barmby Moor	N.S.	108 0 0	Mar. 11, 1846	- -	68 15 0	- -	102 10 0	
Barmby-on-the-Marsh	N.S.	*55 0 0	Dec. 6, 1834					
Barnoldwick	N.S.	*150 0 0	Nov. 4, 1837					
Barnsley	N.S.	- - -	- - -	- -	- -	- -	319 0 0	
Barnsley, St. George's, Boys and Girls	N.S.	- - -	- - -	9 5 7	46 11 8	- -	379 3 4	
Barnsley, St. John's	N.S.	200 0 0	Mar. 29, 1848	4 4 2¾	3 5 0	- -	162 3 4	
Barnsley, St. Mary's	N.S.	118 0 0	Feb. 20, 1843	1 3 4				
Barnsley, Holyrood	R.C.	- - -	- - -	4 15 10¾	21 10 0	- -	111 10 0	
Barwick-in-Elmet	N.S.	- - -	- - -	2 0 8¼	- -	- -	2 10 0	
Batley	N.S.	140 0 0	May 29, 1848	2 0 0				
Batley (Mixed)	Wes.	616 17 6	July 13, 1854	9 19 2				
Batley Carr	N.S.	406 0 0	Sept. 24, 1846	2 18 4				
Battyeford, Ch.Ch. (in Mirfield)	N.S.	175 0 0	Dec. 28, 1841	- -	64 3 4	- -	15 0 0	21 8 0
" "	"	157 0 0	Nov. 26, 1844					
Bedale	N.S.	188 0 0	June 3, 1846	- -	- -	- -	69 13 4	
Beeford	N.S.	42 10 0	Jan. 26, 1847	1 16 8¼				
Beverley, St. Mary's and St. Nicholas'	N.S.	219 0 0	Apr. 11, 1850	6 15 7¼	115 0 0	- -	291 0 0	
Beverley (Wood Street)	N.S.	100 0 0	June 9, 1841					
Beverley, Beckside, Infants	N.S.	86 0 0	Aug. 24, 1852					
Beverley Minster	N.S.	300 0 0	Feb. 24, 1849	8 18 5¼	16 13 4	- -	338 5 0	
Beverley	Wes.	191 0 0	Apr. 8, 1852	6 8 4¼	91 0 0	- -	195 0 0	
Bierley	N.S.	- - -	- - -	3 13 4¼	30 0 0	- -	15 0 0	3 18 0
Bingley	N.S.	- - -	- - -	3 9 7¾				
Birkenshaw, Boys, Girls, and Infants	N.S.	*75 0 0	Sept. 11, 1840					
" "	"	*45 0 0	Sept. 6, 1842					
" "	"	100 0 0	May 8, 1846					
" "	"	192 0 0	Mar. 19, 1852					
" "	"	36 7 6	Sept. 23, 1852					
Birstal	N.S.	339 0 0	Nov. 10, 1848	4 16 0	72 10 0	- -	173 10 0	15 0 0
"	"	6 0 0	July 5, 1852					
Bishopthorpe	N.S.	- - -	- - -	- -	- -	- -	4 3 4	
Bolsterstone	N.S.	200 0 0	Dec. 28, 1852	3 6 8	5 0 0			
Bolton on Dearne	N.S.	54 0 0	Nov. 30, 1841	1 10 0				

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Boston, Clifford, and Bramham - - Wes.	168 17 6	Mar. 19, 1853	2 0 0	33 0 0	- -	15 0 0	4 3 0
Bowling, St. John's N.S.	- - -	- - -	-	7 10 0			
Bracewell - - N.S.	36 0 0	Mar. 13, 1845					
Bradford (Messrs. Walkers' Factory) N.S.	- - -	- - -	8 13 2	85 10 0	18 15 0	394 10 0	
Bradford (Stot Hill) N.S.	- - -	- - -	9 8 4½	103 5 10	- -	493 5 0	
Bradford (Daisy Hill) N.S.	300 0 0	Aug. 3, 1844	1 10 1				
Bradford, St. James' N.S.	- - -	- - -	5 15 2½	18 0 0	- -	364 18 4	
Bradford, St. Jude's N.S.	406 0 0	Aug. 4, 1846	5 19 4	- -	- -	326 6 8	
Bradford, Hill Top, (Low Moor) Infants N.S.	65 0 0	Apr. 16, 1844					
" " " - "	30 0 0	July 18, 1844					
" " " - "	89 0 0	Sept. 14, 1849					
" " " - "	44 10 0	Mar. 18, 1850					
Bradford (Low Moor) Boys and Girls - N.S.	- - -	- -	4 13 0½	- -	- -	422 0 0	
Bradford (New Leeds) - - N.S.	357 0 0	June 25, 1846	9 4 1½	10 0 0	- -	134 0 10	
Bradford, Ch. Ch. Boys, Girls, and Infants - - N.S.	454 10 0	Feb. 19, 1853	- -	21 10 0			
Bradford (Manchester Road) Model Factory N.S.	80 0 0	Dec. 17, 1850	16 17 3½	135 0 0	- -	938 1 8	
Bradford (Boro') West - - - B.S.	240 0 0	June 15, 1844	3 2 8½	21 10 0	- -	29 0 0	
" " - - "	160 0 0	Oct. 3, 1848					
Bramley - - N.S.	308 0 0	Jan. 30, 1850	1 1 6	33 0 0	- -	15 0 0	
Bramley - - Wes.	- - -	- - -	3 9 10½	95 0 0	- -	158 10 0	
Bramley Whitecote N.S.	125 0 0	May 9, 1848					
Brampton Bierlow N.S.	- - -	- - -	4 6 1½	- -	- -	251 13 4	11 18 0
Brampton on Swale N.S.	- - -	- - -	1 0 11				
Brantingham-cum-Ellerker - - N.S.	70 0 0	Jan. 27, 1846	2 10 9½				
Brawby, Boys - N.S.	66 0 0	Dec. 29, 1854					
Bretton, Monk - N.S.	200 0 0	Nov. 28, 1846	1 10 0				
Bridlington Quay, Ch. Ch. - - N.S.	330 0 0	July 12, 1850	1 19 11½	16 10 0	- -	52 10 0	2 16 0
Bridlington Quay - Wes.	17 11 0	Nov. 23, 1853	3 16 6½	33 15 0	- -	146 0 0	9 10 0
Bridlington - - N.S.	- - -	- - -	4 1 8½	53 6 8	- -	63 0 0	7 19 0
Brighouse - - N.S.	*150 0 0	Dec. 24, 1836	2 6 8				
" - - "	18 0 0	Oct. 21, 1845					
Brockholes - - N.S.	*64 0 0	July 27, 1839					
Brompton - - B.S.	150 0 0	May 15, 1841					
Broughton - - R.C.	- - -	- - -	2 8 11½	81 6 8	- -	67 10 0	
Burley in Wharfdale (Otley) - N.S.	20 0 0	June 17, 1845	3 14 11	27 5 0	- -	237 10 0	15 19 0
Burley (Leeds) - N.S.	238 0 0	Aug. 17, 1847	3 14 2	91 11 8	- -	275 10 0	
Burley, Township - B.S.	- - -	- - -	3 10 0½	- -	- -	102 0 0	
Burlington Quay - B.S.	*100 0 0	Mar. 29, 1837					
Burneston, En., Boys N.S.	70 0 0	July 26, 1853	1 13 4½				
Burnlee, Infants - N.S.	100 0 0	Aug. 17, 1852					
Burton Agnes - N.S.	*48 0 0	Jan. 3, 1835	- -	17 0 0	- -	82 10 0	5 16 0
Burton Constable - R.C.	- - -	- - -	1 1 4½				
Burythorpe - - N.S.	- - -	- - -	- -	84 0 0	- -	212 16 8	2 0 0
Buslingthorpe - N.S.	- - -	- - -	7 1 8				
Calverley - - N.S.	- - -	- - -	3 11 3	- -	- -	243 10 0	14 6 0
Cantley - - - N.S.	88 0 0	Mar. 7, 1848					
Carcroft - - N.S.	- - -	- - -	- -	- -	- -	52 10 0	
Carlton - - - R.C.	- - -	- - -	2 1 8	- -	- -	32 10 0	
Carlton Miniott - N.S.	73 10 0	June 24, 1850	1 6 8½				
Carlton in Coverham - - - N.S.	*55 0 0	Mar. 2, 1836					
Castleford - - N.S.	*39 0 0	Jan. 19, 1836	3 0 0	12 10 0	- -		10 0 0
Catwick - - - N.S.	45 0 0	Nov. 15, 1847				- - -	
Cave, North, Boys N.S.	- - -	- - -	1 4 0	44 0 0	- -	- - -	9 9 0
Cave, North, Girls N.S.	- - -	- - -	2 0 10	41 0 0	- -	32 10 0	
Choppards and Holmfirth - - N.S.	*80 0 0	Feb. 15, 1840					

Name and Nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
KSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
aton - - N.S.	*200 0 0	Mar. 7, 1835	4 1 7½	53 0 0	- -	155 0 0	17 15 0
, - - „	220 0 0	Sept. 24, 1847					
- - „	10 12 6	June 22, 1848					
- - „	4 10 0	Oct. 16, 1850					
- - „	20 0 0	Dec. 1, 1851					
- - „	19 8 0	Oct. 20, 1854					
aton - - B.S.	*175 0 0	Mar. 14, 1835					
- - - N.S.	- - -	- - -	1 17 6	22 0 0	- -	32 10 0	
, St. Ed-							
s - - R.C.	- - -	- - -	2 16 9½	- -	- -	47 1 8	
- - - N.S.	33 0 0	Dec. 13, 1841					
- - - N.S.	225 0 0	Feb. 22, 1845	5 6 3½	46 12 6	- -	111 1 8	
y in Kild-							
- - - N.S.	110 0 0	July 13, 1846	2 1 1½	59 2 6	- -	101 5 0	14 0 0
ham - - N.S.	*100 0 0	Mar. 30, 1836	5 0 0½	6 5 0	- -	44 5 0	
, Cross Hills N.S.	192 0 0	Sept. 16, 1847	1 9 6	15 0 0	- -	98 15 0	
, East - N.S.	50 0 0	Mar. 25, 1843	1 1 4				
- - - N.S.	- - -	- - -	- - -	25 1 8			
- - - N.S.	100 0 0	Dec. 18, 1845	5 10 2½	105 17 6	- -	89 7 6	6 6 0
- - -	65 2 6	Mar. 29, 1851					
nd, South - N.S.	*115 0 0	Jan. 27, 1836	2 14 8½				
ool, Infants - N.S.	- - -	- - -	1 18 11½	- -	- -	25 16 8	
tone - - N.S.	250 0 0	Jan. 20, 1847	1 16 10½	- -	- -	90 13 4	
worth - N.S.	152 0 0	Oct. 6, 1848					
worth - Wes.	- - -	- - -	5 0 0	- -	- -	72 3 4	
- - - N.S.	*37 0 0	Jan. 29, 1840	1 1 2				
- - - „	45 0 0	Mar. 11, 1846					
l - - - N.S.	103 0 0	Nov. 15, 1842	6 6 7½	- -	- -	100 0 0	
- - N.S.	144 0 0	Apr. 7, 1840					
- - - „	9 15 6	Oct. 28, 1845					
Grange - N.S.	- - -	- - -	3 10 2½	- -	- -	259 10 0	13 9 0
n Gate - N.S.	208 0 0	Dec. 2, 1847	1 8 8				
- - - N.S.	180 0 0	Dec. 31, 1845					
ry (Middle							
h) - - N.S.	450 0 0	Sept. 13, 1843	8 3 1	139 18 4	- -	386 10 0	
„ - „	20 0 0	Mar. 29, 1845					
ry Moor - N.S.	*110 0 0	Feb. 2, 1839					
rth (Town)							
- - - N.S.	- - -	- - -	2 13 11½	- -	- -	118 6 8	
rth, Girls &							
ts - - N.S.	250 0 0	July 17, 1850	1 12 4½	- -	- -	80 10 0	
er, Ch. Ch. N.S.	424 10 0	Apr. 30, 1852	4 19 5½	74 17 6	- -	121 10 0	
ter - - N.S.	170 0 0	Mar. 25, 1844	6 3 6	180 5 0	- -	975 10 0	
- - - „	10 0 0	Apr. 14, 1848					
- - - „	10 0 0	Mar. 23, 1849					
ter - - B.S.	*300 0 0	Feb. 14, 1835	15 8 2	126 10 0	- -	892 5 0	
- - - „	175 0 0	Mar. 23, 1848					
ton - - N.S.	100 0 0	Dec. 2, 1851					
uses, St.							
rd's - - N.S.	- - -	- - -	1 10 0	97 10 0	- -	- - -	2 3 0
on - - N.S.	*28 0 0	Dec. 6, 1854					
- - N.S.	87 11 0	Jan. 6, 1849	- -	- -	- -	52 10 0	
gton - - N.S.	89 0 0	Apr. 25, 1845					
- - - N.S.	76 0 0	July 17, 1847					
eld, High							
- - - B.S.	101 0 0	Apr. 23, 1845	4 13 3	94 19 2	- -	226 6 8	
„ - „	100 0 0	Aug. 10, 1848					
ll, Boys - N.S.	- - -	- - -	1 5 1½	92 0 0	- -	193 1 8	
l, Parsonage,							
School - -	- - -	- - -	0 15 3	- -	- -	183 16 8	
l, Bierlow,							
- - - N.S.	*100 0 0	Aug. 20, 1834					
ll, Grey-							
- - - N.S.	- - -	- - -	1 12 9½	48 6 8	- -	197 16 8	
ill - - N.S.	150 0 0	Apr. 9, 1844	5 8 4½				
- - - N.S.	300 0 0	Feb. 3, 1847	9 3 7	192 8 4	- -	485 15 0	15 0 0
- - - „	10 0 0	Feb. 25, 1851					
- - - „	13 6 8	July 26, 1853					
Boys, Girls,							
nfants - N.S.	222 0 0	Aug. 30, 1852	4 19 0½	5 16 8	- -	104 3 4	8 7 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Embsay cum Eastby, St. Mary's - N.S.	126 0 0	May 3, 1849	4 3 11½	16 10 0	- -	192 12 6	
" " - "	57 0 0	Dec. 27, 1850					
Escrick - - N.S.	- - -	- - -	- - -	53 10 0	- -	307 9 2	
Farnley - - N.S.	336 0 0	Apr. 13, 1848					
Farnley Tyas - N.S.	- - -	- - -	1 13 4				
Farsley - - N.S.	236 0 0	Sept. 20, 1848	2 17 7½				
Fenton - - N.S.	*40 0 0	Sept. 23, 1840					
Filey - - Wes.	- - -	- - -	- - -	46 0 0			
Flamborough - N.S.	100 0 0	Nov. 5, 1846					
Flockton (Manor House) - - B.S.	- - -	- - -	3 2 8½	12 0 0	- -	158 9 2	
Foston - - N.S.	25 0 0	Oct. 9, 1844					
Friday Thorpe - N.S.	26 0 0	Nov. 27, 1841					
Fordingham, North N.S.	85 0 0	Nov. 25 1845	- -	- -	- -	15 0 0	
Fulford - - N.S.	35 0 0	Feb. 12, 1845					
Fullwood - - N.S.	45 0 0	Oct. 16, 1841	1 8 8				
Garforth - - Wes.	- - -	- - -	- -	16 2 6			
Gargrave, Boys and Girls - - N.S.	218 7 8	April 3, 1848	5 0 11½	124 0 0	- -	181 16 8	13 11 0
Garsdale - N.S.	54 0 0	Dec. 22, 1841					
Garthorpe - - N.S.	- - -	- - -	- -	- -	- -	73 6 8	
Gawthorpe - - N.S.	123 10 0	Dec. 15, 1841					
Gilderstone - - N.S.	*73 0 0	May 20, 1840					
" - - - "	10 0 0	Apr. 6, 1846					
" - - - "	6 10 0	Nov. 18, 1847					
Gilling - - N.S.	208 0 0	Dec. 23, 1848	1 11 0½	72 0 0	- -	276 2 6	27 10 0
Gomersall (Little) N.S.	170 0 0	Apr. 9, 1844	- -	- -	- -	83 0 0	8 6 0
Goole, St. John's - N.S.	288 0 0	June 15, 1847	3 14 3½	42 10 0	- -	377 15 0	
Goole - - - Wes.	- - -	- - -	8 17 0	77 10 0	- -	268 0 0	
Grassington - - N.S.	110 0 0	July 31, 1846	4 3 3½	- -	- -	225 18 4	
" - - - "	50 0 0	May 19, 1852					
Greasborough (Park Gate) - - - N.S.	- - -	- - -	1 17 6½	4 2 6	- -	102 0 0	25 0 0
Greetland - - Wes.	- - -	- - -	8 11 4	- -	- -	284 10 0	
Grewelthorpe - N.S.	*36 0 0	Oct. 21, 1837	1 2 0½				
Grimstone (Lady Londesborough's School -	- - -	- - -	- -	15 11 8			
Grindleton - - N.S.	*30 0 0	June 3, 1838					
Grosmont - - N.S.	54 0 0	Apr. 2, 1846					
Guisley, Par. - N.S.	*160 0 0	Dec. 15, 1841	6 8 3	33 0 0	- -	195 15 0	
Hainsworth - - B.S.	*40 0 0	Dec. 3, 1836					
Halifax, Haley Hill School - - -	- - -	- - -	23 6 3½	40 6 8	- -	338 10 0	
Halifax, St. James' (Cross Hills) - N.S.	432 0 0	Feb. 25, 1845	10 12 1½	132 0 0	- -	776 0 0	
Halifax, St. James' (Victoria) - - N.S.	*300 0 0	Jan. 18, 1840	5 8 7½	117 10 0	- -	696 0 0	
Halifax, South-east Parish - - - N.S.	513 0 0	July 16, 1845	8 13 11½	151 1 8	- -	750 1 8	
Halifax, (Queen's Head), Boys and Girls - - N.S.	400 0 0	Nov. 2, 1848	12 19 4½	56 15 0	- -	262 10 0	
Halifax, Holy Trinity - - N.S.	- - -	- - -	7 3 9½	20 16 8	- -	524 5 10	
Halifax (King-cross), St. Paul's, Boys, Girls, and Infants N.S.	396 0 0	May 24, 1849	5 5 4	172 11 8	- -	483 0 0	
" " - "	200 0 0	July 14, 1852					
Halifax - - - B.S.	350 0 0	May 5, 1845	7 19 8½				
Halifax (Copley Factory) - - B.S.	- - -	- - -	23 13 1½	70 11 8	- -	289 10 0	
Hallam, Upper - B.S.	*30 0 0	Nov. 8, 1834					
Halton - - - N.S.	35 0 0	Aug. 30, 1851	4 17 4½				
Hanging-Heaton - N.S.	130 0 0	Dec. 13, 1845	2 10 8½				
" - - - "	74 0 0	May 9, 1851					
Harewood - - N.S.	- - -	- - -	- -	74 11 8			
Harrogate, High - N.S.	*100 0 0	July 22, 1837	2 15 10	- -	- -	47 10 0	2 7 0
" " -	100 0 0	Aug. 3, 1841					

me and nination of chool.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
		Amount.	Date of Payment.					
HIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
, Low,								
's - -	N.S.	*50 0 0	June 7, 1837	4 2 9	61 17 6	- -	17 10 0	3 4 0
- -	N.S.	135 0 0	Mar. 17, 1847	1 5 2½	- -	- -	15 0 0	
- -	"	16 0 0	Nov. 18, 1847					
- -	N.S.	27 0 0	Oct. 25, 1851	3 18 4½	- -	- -	331 5 0	27 10 0
- -	B.S.	*125 0 0	Oct. 14, 1837					
- -	Wes.	- - -	- - -	7 12 6½	16 10 0	- -	187 2 6	22 5 0
ey, Glebe	N.S.	45 0 0	Feb. 15, 1848	5 0 1	48 13 4	- -	117 10 0	
ey, Town	N.S.	187 0 0	Apr. 7, 1848	- - -	41 5 0	- -	171 18 4	
- -	Par.	- - -	- - -	2 6 8½	44 0 0	- -	- - -	2 13 0
Earls -	N.S.	290 0 0	Jan. 22, 1847	4 2 5½	92 2 6	- -	109 6 8	
- -	N.S.	*90 0 0	Dec. 23, 1837					
- -	N.S.	- - -	- - -	1 11 6½	18 15 0	- -	85 0 0	
- -	Wes.	- - -	- - -	2 0 0				
Boys and								
- -	N.S.	45 0 0	Jan. 31, 1852					
and Wort-								
- -	B.S.	150 0 0	Aug. 19, 1843					
ano End)	B.S.	*60 0 0	Oct. 14, 1837					
ridge -	N.S.	180 0 0	Nov. 22, 1842	1 19 11				
- -	"	30 0 0	July 11, 1845					
- -	Wes.	- - -	- - -	1 13 4½	3 15 0			
Spalding								
- -	N.S.	- - -	- - -	2 2 3½				
- -	R.C.	- - -	- - -	1 6 8½				
h - -	Wes.	- - -	- - -	3 0 2½	61 17 6	- -	102 0 0	
- -	N.S.	500 0 0	Aug. 12, 1846	1 5 6				
- -	N.S.	- - -	- - -	5 1 8	171 3 4	- -	313 5 10	14 4 0
- -	N.S.	200 0 0	Mar. 31, 1845	2 0 0½	69 0 0			
h Town -	N.S.	- - -	- - -	2 13 4				
reat (Rich-								
errace) -	Wes.	394 2 6	Oct. 18, 1853	11 19 8½	3 15 0	- -	5 0 0	
- -	Wes.	238 0 0	May 11, 1850	8 11 8½	23 15 0	- -	190 10 0	
- -	N.S.	- - -	- - -	7 7 10	76 10 0	- -	402 18 4	2 17 0
swaine -	N.S.	135 0 0	Dec. 13, 1850	1 14 0½	33 15 0	- -	- - -	7 4 0
ill, Infants	N.S.	193 0 0	Nov. 14, 1854	2 0 0				
field (Long-								
ridge) -	N.S.	- - -	- - -	10 1 7½	147 6 8	- -	399 11 8	
field (Lower								
) - -	N.S.	100 0 0	June 16, 1847	2 10 8				
field, St.								
- -	N.S.	600 0 0	Sept. 1, 1848	9 5 6½	151 3 4	- -	502 5 10	
field (Seed								
St. Peter's,								
Girls, and								
s - -	N.S.	*170 0 0	Jan. 22, 1840	7 13 5½	172 6 8	- -	751 17 6	
- -	"	204 0 0	Aug. 22, 1846					
field, Tri-								
- -	N.S.	82 10 0	Jan. 5, 1844	7 1 2½	135 18 4	- -	682 13 4	
field	B.S.	*250 0 0	Sept. 28, 1839					
James' -	N.S.	600 0 0	Feb. 25, 1845	17 17 10	29 0 0	- -	615 3 4	
- -	"	218 10 0	Sept. 11, 1849					
Mark's -	N.S.	183 0 0	Oct. 7, 1843	2 19 0½	38 9 2	- -	513 16 2	
John's -	N.S.	359 0 0	Jan. 25, 1854	11 13 4½	92 18 4	- -	43 5 0	
Mary's -	N.S.	*187 0 0	Dec. 29, 1838					
Stephen's	N.S.	221 0 0	Feb. 26, 1842	18 8 6½	71 18 4	- -	1,041 14 2	
- -	"	22 10 0	Oct. 3, 1848					
(Salthouse								
- - -	N.S.	450 0 0	Dec. 22, 1852	14 5 6½	13 6 8	- -	511 16 3	
- -	"	20 0 0	Oct. 4, 1853					
ly Trinity								
Lane) -	N.S.	- - -	- - -	4 13 11½	- -	- -	196 10 0	
ward Street	B.S.	*305 0 0	July 31, 1854					
Holderness								
- -	B.S.	*200 0 0	Feb. 1, 1840	8 9 6½	51 5 0	- -	501 5 0	
(Savings'								
(a) - -	B.S.	- - -	- - -	8 18 0½	- -	- -	171 15 0	
uth Myton)	Wes.	420 0 0	Feb. 19, 1851	25 0 2½	69 13 4	- -	492 15 0	
uming Street)								
	R.C.	- - -	- - -	8 2 6	29 15 10	- -	318 5 0	

(*a*) Savings Bank British School sold to managers of St. John's, N.S., Hull.

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Hunsingore - N.S.	- - -	- -	2 6 2½				
Husthwaite - N.S.	*40 0 0	Jan. 30, 1839					
Hutton Cranswick, Girls and Infants N.S.	75 0 0	Feb. 26, 1845					
" " - "	33 10 0	Dec. 30, 1850					
Hutton in Rudby - N.S.	*80 0 0	Dec. 1836					
Hutton, Sheriff - Wes.	- - -	- - -	6 2 9½	35 0 0	- -	166 6 8	4 1 0
Hutton's Ambo - N.S.	20 0 0	Aug. 4, 1842					
Idle - - N.S.	300 0 0	Dec. 7, 1847	5 11 7	- -	- -	222 6 8	
Ingleton - - N.S.	159 0 0	Sept. 13, 1848	2 13 4½				
Ingrow - - N.S.	200 0 0	Aug. 26, 1845	8 16 11½	19 3 4	- -	435 0 0	28 0 0
Keighley - N.S.	*650 0 0	Mar. 4, 1835	12 18 8½	105 10 0	30 0 0	523 5 0	
Keighley - - B.S.	*81 0 0	Apr. 15, 1835					
Keighley - - Wes.	- - -	- - -	- -	- -	- -	6 13 4	
Kelbrooke - - N.S.	50 0 0	Feb. 27, 1841					
Keyingham - N.S.	*35 0 0	Aug. 29, 1835	- -	- -	- -	81 18 4	
Kildwick - - N.S.	- - -	- - -	2 19 6½	82 10 0	- -	75 0 0	12 9 0
Kilham - - N.S.	150 0 0	Apr. 2, 1849	- -	15 0 0			
Kilnhurst - - N.S.	*50 0 0	Apr. 20, 1836	1 13 4				
Kirkburton - - N.S.	80 0 0	Feb. 5, 1845	9 5 8½	55 0 0	- -	503 5 0	
" - - "	7 19 6	Nov. 18, 1847					
Kirby Misperton - N.S.	*50 0 0	Mar. 4, 1835					
Kirkby Malzeard - N.S.	- - -	- - -	1 13 4				
Kirkby Ravensworth N.S.	40 0 0	Jan. 1, 1842					
Kirkheaton - - N.S.	337 0 0	Dec. 3, 1846	2 13 4½				
Kirksmeaton - - N.S.	75 0 0	Feb. 11, 1852	3 7 2	- -	- -	32 10 0	3 0 0
Kirkstall, St. Stephen's - N.S.	400 0 0	Mar. 17, 1846	15 11 0½	219 3 4	- -	970 0 0	
Kirkstall, Infants - N.S.	- - -	- - -	- -	85 5 0	- -	286 8 4	
Knaresborough - N.S.	*135 0 0	April 5, 1838					
Knaresborough - R.C.	- - -	- - -	- -	- -	- -	15 0 0	
Knottingley - N.S.	290 0 0	Mar. 31, 1843					
" - - "	50 0 0	July 2, 1845					
" - - "	15 0 0	July 20, 1847					
Langtoft - - N.S.	53 0 0	May 30, 1846					
Laughton-en-le-Morthen, Endowed - N.S.	60 0 0	Sept. 25, 1850	1 3 4				
Leavening - N.S.	- - -	- - -	1 13 4½				
Leeds, All Saints' (York Road) - N.S.	400 0 0	Apr. 7, 1848	2 9 11½	67 10 0	30 0 0	148 17 6	
Leeds (Basinghall Street) - - B.S.	- - -	- - -	1 4 6½	10 0 0	- -	64 11 8	
Leeds, Ch. Ch. - N.S.	370 0 0	May 26, 1842	5 1 4½	12 0 0	- -	808 6 8	
Leeds (Darley Street) Wes.	550 0 0	Apr. 20, 1849	12 4 0½	77 13 4	- -	363 3 4	
" " - "	182 0 0	Dec. 27, 1850					
Leeds (Edgar Street) B.S.	510 0 0	Dec. 13, 1845					
Leeds, Little Holbeck (Marshall's Factory) - - N.S.	- - -	- - -	26 2 5	143 10 0	38 6 8	732 9 2	
Leeds, Holbeck, St. Matthew's - N.S.	*250 0 0	Oct. 13, 1840	1 16 3½	50 0 0	- -	186 15 0	
" " - "	392 0 0	Feb. 15, 1850					
Leeds, Hunslet - N.S.	512 0 0	Oct. 17, 1843	2 9 1½	33 0 0	- -	207 9 2	
" - - "	130 0 0	July 27, 1844					
Leeds (Little London), St. Matthew's - - N.S.	*75 0 0	Aug. 26, 1837	4 5 1½	102 0 0	- -	209 0 0	
" " - "	165 0 0	June 19, 1850					
Leeds (Meadow Lane) - - Wes.	- - -	- - -	3 10 0½				
Leeds, Newtown, St. Mary's - N.S.	500 0 0	D. c. 13, 1847	9 18 10½	99 0 0	- -	646 10 0	
" " - "	50 0 0	July 17, 1848					
" " - "	11 6 8	Aug. 6, 1850					
Leeds (Quarry Hill) St. Mary's - - N.S.	*120 0 0	Jan. 22, 1840	12 4 10½	43 6 8	- -	516 5 0	
" " - "	160 0 0	Mar. 15, 1842					

Name and nomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
		Amount.	Date of Payment.					
RSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Mary's, Iu- (Carver Street)	N.S.	101 0 0	Feb. 6, 1847					
School Street)	Wes.	- - -	- - -	6 2 6	12 0 0	- -	118 13 4	
St. Andrew's	N.S.	15 0 0	Feb. 11, 1847	6 0 0	243 0 0	- -	782 5 0	
"	"	502 0 0	Mar. 9, 1847					
St. George's	N.S.	350 0 0	Dec. 6, 1841	17 12 9	182 0 10	45 0 0	902 0 0	
St. James'	N.S.	500 0 0	Apr. 7, 1845	9 4 0½	101 12 6	- -	413 17 0	
St. Luke's	N.S.	50 0 0	June 28, 1842					
St. Patrick's	R.C.	- - -	- - -	6 14 5½	- -	- -	188 1 8	
St. Paul's, , Girls, and its	N.S.	398 5 0	Sept. 6, 1851	5 0 0½	103 15 0	- -	211 10 0	
St. Peter's	N.S.	- - -	- - -	6 15 9½	70 16 8	- -	681 1 8	
St. Philip's	N.S.	257 0 0	Dec. 21, 1840	12 6 8½	89 10 0	30 0 0	488 0 0	
"	"	256 0 0	Mar. 19, 1849					
"	"	261 6 8	Dec. 3, 1853					
St. Saviour's	N.S.	*408 0 0	May 20, 1840	6 14 10	97 0 0	- -	106 10 0	
g	N.S.	81 0 0	Feb. 26, 1847					
Green	N.S.	*101 0 0	Sept. 26, 1838					
Green	B.S.	*100 0 0	Apr. 10, 1839					
-	"	12 16 7½	Nov. 7, 1848					
- -	N.S.	22 0 0	May 25, 1844					
aite	N.S.	- - -	- - -	1 0 0½				
çton	N.S.	54 0 0	May 29, 1845					
-	"	27 0 0	May 3, 1848					
od	N.S.	*89 0 0	Feb. 1839 -	6 2 11½	65 0 0	- -	647 19 2	
-	"	650 0 0	Apr. 24, 1854					
se	N.S.	200 0 0	Dec. 8, 1845					
se	Wes.	- - -	- - -	1 6 8½				
od, Infants	N.S.	150 0 0	Oct. 24, 1849					
dale	N.S.	40 0 0	Aug. 25, 1842					
or Lound-	N.S.	276 0 0	Sept. 22, 1846	2 5 11	- -	- -	167 10 0	10 6 0
"	"	5 0 0	July 20, 1847					
-	N.S.	29 0 0	July 27, 1842	- -	- -	- -	3 13 0	
, Old	N.S.	- - -	- - -	1 14 3½	65 0 0	- -	90 4 2	6 18 0
, New	B.S.	*150 0 0	Jan. 30, 1841					
ıgham	N.S.	300 0 0	Dec. 30, 1844	7 9 5	22 7 6	- -	285 13 4	13 12 0
n	N.S.	- - -	- - -	6 3 4	7 10 0	- -	447 10 0	
-	N.S.	- - -	- - -	3 0 6½	12 10 0	- -	178 10 0	
n (Charity)	N.S.	- - -	- - -	1 14 8½	26 5 0	- -	63 0 0	
ood	N.S.	- - -	- - -	1 13 4	112 19 2	10 8 4	209 3 4	
ood	Wes.	- - -	- - -	4 0 0				
m	N.S.	*52 0 0	April 23, 1836	3 8 10	128 6 8	33 6 8	- - -	10 1 0
-	"	110 0 0	Jan. 14, 1847					
m Mills	N.S.	315 0 0	Sept. 7, 1844	1 3 4	78 2 6	- -	650 4 2	15 0 0
y, Boys	N.S.	- - -	- - -	1 8 8½				
r, Girls	N.S.	152 0 0	Dec. 8, 1849	1 8 8½	64 10 0	- -	38 6 8	
ough	N.S.	25 0 0	Sept. 30, 1842					
borough on	B.S.	*150 0 0	June 28, 1837	6 7 1	15 0 0	- -	295 0 0	
ridge, Boys								
Girls	N.S.	270 0 0	Mar. 29, 1854	4 0 0½				
Bridge	N.S.	*100 0 0	Feb. 10, 1838	- -	37 10 0	- -	144 10 0	
l	Par.	- - -	- - -	- -	20 0 0			
n, Bishop's	N.S.	72 0 0	Aug. 3, 1841					
- -	Wes.	- - -	- - -	3 5 4	20 0 0	- -	59 10 0	
(Town End)	N.S.	*75 0 0	Sept. 20, 1837					
, East	N.S.	115 0 0	Sept. 20, 1845					
n	N.S.	122 0 0	May 22, 1846	1 9 0	- -	- -	70 14 7	
-	"	7 17 9	Apr. 29, 1847					
-	"	40 0 0	Feb. 10, 1853					
on	Wes.	214 0 0	June 19, 1849	4 12 10½	- -	- -	180 10 0	5 8 0
k, Bainton, -	N.S.	- - -	- - -	0 12 2	45 0 0	- -	22 1 8	1 0 0
ls	N.S	*95 0 0	Nov. 28, 1838					
"	"	50 0 0	Dec. 3, 1845					
"	"	3 0 0	Apr. 14, 1848					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Capitation Grants.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Newsome - - N.S.	*68 0 0	Dec. 1841 -	2 8 1½				
Newton-in-Bowland N.S.	60 0 0	Sept. 7, 1842	0 18 9½				
Normanby - - N.S.	80 0 0	Aug. 22, 1843					
Northallerton - N.S.	380 5 5	Oct. 17, 1844	- - -	95 10 0	- -	- -	380 0 0
Oakworth - - N.S.	200 0 0	May 30, 1845	6 0 5½	99 12 6	- -	23 5 0	293 13 4
Oakworth, Sykes' Head - - - Wes.	- - -		- - -	5 0 7½	19 10 0	- -	17 19 0	224 7 6
Osmotherley - N.S.	- - -		- - -	2 6 8½				
Otley - - - N.S.	300 0 0	June 17, 1847	3 4 5	- - -	- -	- -	63 0 0
Oulton, St. John's - N.S.	- - -		- - -	2 18 4½	58 0 0	- -	5 10 0	204 13 4
Oughtibridge, Boys and Infants - N.S.	38 10 0	July 16, 1852	2 1 2½				
„ - - „	150 0 0	Apr. 20, 1854					
Overton - - B.S.	70 0 0	Nov. 22, 1842					
Owlerton - N.S.	70 0 0	July 14, 1852					
Owram, South N.S.	*125 0 0	Sept. 21, 1839					
Owram, North - B.S.	200 0 0	May 15, 1851					
Owston - - - N.S.	53 0 0	Apr. 17, 1843					
Owthorne - - N.S.	84 0 0	Oct. 5, 1843					
Oxenhope - - N.S.	208 0 0	May 13, 1847	0 15 6½	- - -	- -	- -	22 10 0
Pitsmoor - - N.S.	*140 0 0	July 5, 1837	11 7 1½	61 5 0	- -	- -	760 18 4
Pocklington - - N.S.	- - -		4 6 8½	23 6 8	- -	- -	29 0 0
Pocklington, Mixed and Infants - Wes.	171 2 6	May 31, 1853	4 0 0	15 2 6	- -	9 13 0	20 0 0
Pontefract, All Saints' N.S.	117 0 0	Sept. 14, 1849	3 0 4½	12 0 0	- -	- -	14 10 0
Pontefract (Grange), St. Mary's - R.C.	- - -		0 16 8½	30 0 0			
Pontefract - - N.S.	- - -		- - -	22 10 0	- -	- -	406 0 0
Pontefract - - B.S.	*250 0 0	Apr. 11, 1838	4 3 10½	7 10 0	- -	- -	5 0 0
Pontefract, St. Joseph's R.C.	- - -		- - -	3 3 4½				
Poppleton, Nether, Boys and Girls - N.S.	60 0 0	Jan. 8, 1852	1 14 7½				
Pudsey (Far Town) N.S.	200 0 0	May 16, 1845	4 2 9½	43 17 6	22 10 0	- -	284 15 0
Pudsey (Low Town) N.S.	260 0 0	Dec. 21, 1843	5 1 4	6 5 0	- -	- -	218 0 0
Rastrick - - B.S.	*150 0 0	Dec. 23, 1837					
Rawcliffe - - Wes.	- - -		- - -	2 0 0	- -	- -	31 5 0
Rawmarsh, Endowed (Free Grammar School) - - -	- - -		- - -	2 3 3½	- -	- -	2 8 0	102 0 0
Rawmarsh, Infants N.S.	54 0 0	Apr. 27, 1842					
Redcar - - - N.S.	- - -		1 10 0½	- -	- -	4 18 0	
Redhill - - - Wes.	- - -		11 3 2	66 1 8	- -	- -	332 15 0
Richmond - - N.S.	*50 0 0	Oct. 28, 1837	2 5 10	97 0 10	- -	- -	190 15 10
„ - - „	140 0 0	Mar. 24, 1852					
Richmond - - Wes.	- - -		1 16 0	22 0 0	- -	- -	15 0 0
Richmond, Corporation Ch. Sch. - -	- - -		- - -	2 19 2½	33 0 0	- -	- -	63 0 0
Rillington - - N.S.	87 0 0	Nov. 9, 1847 -	- - -	- - -	- -	- -	6 7 2
Ripon - - - N.S.	- - -		- - -	- - -	86 5 10	- -	- -	167 12 6
Ripon Holy Trinity N.S.	*147 0 0	Oct. 21, 1837	8 1 1½	15 0 0	- -	- -	75 12 6
„ „ Infants N.S.	50 0 0	Mar. 15, 1854					
Ripon - - - Wes.	- - -		1 8 4½	15 0 0	- -	- -	65 10 0
Ripon Cathedral, Boys - - - N.S.	238 7 6	Feb. 3, 1854					
Ripponden - - N.S.	176 0 0	May 6, 1844	4 15 5	- - -	- -	- -	198 3 4
Rise - - - N.S.	- - -		0 3 4½				
Robert Town - N.S.	280 0 0	May 7, 1850	- - -	11 5 0	- -	7 2 0	
Roecliffe - - N.S.	- - -		3 1 2	110 0 0	- -	- -	47 10 0
Roos - - - N.S.	- - -		- - -	160 15 0	- -	9 15 0	177 3 4
Rotherham - - N.S.	330 0 0	Apr. 3, 1848	6 10 10½	96 6 8	- -	- -	200 10 0
Rotherham and Masbro' - B.S.	*340 0 0	July 22, 1834	5 5 1½	5 10 0			
Royston - - - N.S.	150 0 0	Feb. 8, 1845	3 11 3½	71 5 0	- -	4 17 0	29 11 8
Rylstone District - N.S.	75 0 0	Oct. 27, 1852					
Salterforth - - N.S.	54 0 0	Sept. 10, 1844					
Scampston - - N.S.	- - -		- - -				
Scarborough - - N.S.	*85 0 0	Sept. 26, 1838	- - -	99 10 0	- -	- -	116 9 2

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Scammonden - - N.S.	50 0 0	Sept. 4, 1846					
Scholes - - - N.S.	105 0 0	May 6, 1847	1 4 7¼				
Scissett, or High Hoyland - - N.S.	83 0 0	Jan. 5, 1841	6 17 7½	- - -	- -	134 10 10	
Sculcoates - - N.S.	250 0 0	July 27, 1852					
Sculcoates, St. Paul's, N.S.	*100 0 0	June 28, 1834					
" " - "	10 0 0	Oct. 21, 1845					
Sculcoates, Ch. Ch. N.S.	474 0 0	Jan. 18, 1849	31 11 8½	116 8 4	- -	834 16 8	
Seacroft - - N.S.	- - -	- - -	3 0 9½	45 0 0	- -	51 17 6	3 18 0
Sedbergh - - N.S.	115 0 0	July 5, 1851					
Sedbergh - - B.S.	125 0 0	Nov. 20, 1843	2 9 0½	- - -	- -	83 3 4	13 15 0
Selby, Grey Coat -	- - -	- - -	- - -	17 10 0			
Selby - - - Wes.	- - -	- - -	10 12 7½	- - -	- -	348 13 4	
Settle - - - N.S.	- - -	- - -	6 19 10	- - -	- -	234 2 6	
Settrington - - N.S.	- - -	- - -	- - -	8 15 0	- -	4 3 4	
Shadwell - - N.S.	50 0 0	Sept. 22, 1847	1 6 7				
Sheffield, St. George's N.S.	1,393 0 0	Feb. 10, 1846	7 7 2	66 8 4	- -	1,540 3 4	
Sheffield Park, St. John's - - - N.S.	322 0 0	May 22, 1848	13 2 10½	- - -	- -	660 12 6	
Sheffield, St. Mary's, Boys, Girls, and Infants - - N.S.	338 10 0	Jan. 14, 1842	24 2 7½	112 18 4	- -	961 6 8	
" " - "	40 0 0	Oct. 3, 1845					
" " - "	100 0 0	Sept. 5, 1850					
Sheffield, St. Paul's N.S.	230 0 0	Mar. 2, 1844	7 7 5½	22 16 8	- -	411 8 4	
Sheffield, St. Philip's N.S.	185 0 0	Apr. 16, 1845	- - -	- - -	- -	346 10 0	
Sheffield, Central (Carver Street) - N.S.	- - -	- - -	21 16 0½	47 9 2	- -	967 0 0	
Sheffield Park - B.S.	538 0 0	Mar. 23, 1847	3 17 8½				
Sheffield - - B.S.	*250 0 0	Apr. 22, 1837					
Sheffield Park - Wes.	- - -	- - -	6 8 11½	184 5 0	- -	671 0 0	
Sheffield, St. Vincent of Paul - - R.C.	534 15 0	Nov. 9, 1853	5 6 8	11 0 0	- -	44 10 0	
Sheffield (Surrey Street) - - R.C.	*350 0 0	Dec. 30, 1835	5 13 6½	71 0 0	- -	167 10 0	
Shelf - - - B.S.	*80 0 0	Jan. 20, 1836					
Shepley - - - B.S.	*60 0 0	Dec. 11, 1839					
Shepley, St. Paul's, Mixed - - - N.S.	76 10 0	June 21, 1854					
Sherburn - - N.S.	- - -	- - -	- - -	15 0 0			
Shipton, Endowed N.S.	- - -	- - -	1 10 0½	- - -	- -	- - -	3 19 0
Sigglesthorne - N.S.	- - -	- - -	1 9 8	101 13 4			
Silkstone, Boys N.S.	- - -	- - -	- - -	- - -	- -	75 0 0	4 10 0
Silkstone, Girls and Infants - - N.S.	237 0 0	May 31, 1851	1 9 0½	5 16 8	- -	128 5 0	11 2 0
Silsden - - - N.S.	*50 0 0	Feb. 6, 1836	3 10 7½				
Silsden - - - Wes.	- - -	- - -	3 0 0½				
Skipsea - - - N.S.	75 0 0	Jan. 28, 1846	1 13 2½				
Skipsea - - - Wes.	- - -	- - -	1 2 9				
Skipton - - - N.S.	75 0 0	June 20, 1845	3 10 8½	50 0 0	- -	29 0 0	
Skipton - - - B.S.	- - -	- - -	10 2 1½	72 10 0	25 0 0	322 16 8	30 18 0
Skipton - - - Wes.	- - -	- - -	6 13 4½	- - -	- -	189 6 8	14 4 0
Slaithwaite, Lower N.S.	154 0 0	May 12, 1841	9 1 3½	- - -	- -	577 10 10	15 3 0
" " - "	2 0 0	June 3, 1850					
" " - "	7 0 0	June 26, 1851					
Slaithwaite, Upper N.S.	190 0 0	May 22, 1846	3 4 2½	45 0 0	- -	75 0 0	
" " - "	7 0 0	May 19, 1849					
" " - "	3 12 0	July 3, 1850					
Slaithwaite, Old (Free) - - - N.S.	132 0 0	Mar. 6, 1846					
Sledmere - - N.S.	- - -	- - -	- - -	28 15 0			
Sleights - - - N.S.	*55 0 0	Dec. 24, 1833	1 11 6				
" - - -	37 0 0	Jan. 5, 1849					
Snainton - - N.S.	- - -	- - -	- - -	- - -	- -	- - -	1 15 0
Snaith - - - Wes.	334 0 0	Sept. 4, 1849	6 12 0½	- - -	- -	182 0 0	2 13 0
Sowerby, St. George's N.S.	260 0 0	May 30, 1845	6 13 4½	23 15 0	- -	291 10 0	
Sowerby - - N.S.	- - -	- - -	2 18 0	56 5 0	- -		3 7 0

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YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Sowerby (Chapelry District) - - N.S.	- - -	- - -	4 6 3				
Sowerby Bridge - N.S.	*245 0 0	Mar. 3, 1838	2 13 8	- - -	- -	61 3 4	
Sowerby Bridge - Wes.	- - -	- - -	1 19 7½	98 10 0	- -	327 7 6	
Spofforth - - N.S.	174 15 0	Feb. 1, 1851	1 17 4½	- - -	- -	17 10 0	
Stainborough (Hood Green) - - N.S.	- - -	- - -	- - -	33 0 0			
Staiths - - - N.S.	100 0 0	Jan. 29, 1851					
Stanbury-in-Haworth Girls and Infants N.S.	87 0 0	Dec. 13, 1848					
Stanley, St. Peter's N.S.	177 0 0	Nov. 8, 1848	4 9 10	79 15 0	- -	194 18 4	12 14 0
Stanningley, St. Thomas' - - N.S.	250 0 0	Nov. 11, 1846					
" - - "	16 0 0	Aug. 12, 1848					
Stannington - N.S.	52 10 0	Apr. 26, 1842	0 19 11½	- - -	- -	32 10 0	
Staveley - - - N.S.	70 10 0	May 9, 1851	1 0 5	35 15 0	- -	32 10 0	8 16 0
Stillington - - Wes.	- - -	- - -	1 13 4				
Sutton in Derwent N.S.	40 0 0	Dec. 23, 1844	0 13 2½				
Swinefleet - - N.S.	90 0 0	Mar. 9, 1849					
Swinefleet - - Wes.	- - -	- - -	4 3 7½	- - -	- -	95 10 0	
Swinton, Boys, Girls, and Infants - N.S.	36 0 0	Mar. 1, 1843	2 15 11½	- - -	- -	- - -	3 0 0
" - - "	418 16 8	April 18, 1854					
Tanfield, West - N.S.	- - -	- - -	2 1 8	65 0 0	- -	32 10 0	4 2 0
Thirsk - - - B.S.	*125 0 0	Nov. 24, 1840	8 2 4½	88 10 0	- -	355 5 0	16 5 0
" - - "	50 0 0	Dec. 9, 1847					
" - - "	80 0 0	Aug. 22, 1854					
Thornaby - - N.S.	300 0 0	June 3, 1847	3 17 4				
Thorner - - - N.S.	- - -	- - -	1 13 4½				
Thornes - - - N.S.	- - -	- - -	2 7 0½	105 8 4	- -	89 0 0	
Thornes (Westgate Common) - N.S.	123 15 0	May 18, 1852	2 11 9	8 15 0	- -	22 10 0	
" " - "	35 0 0	Apr. 28, 1853					
Thornton - - N.S.	20 0 0	June 20, 1844	- - -	- - -	- -	10 0 0	
" - - "	15 0 0	Feb. 1, 1848					
Thorpe Hesley - N.S.	*147 0 0	Jan. 18, 1840	1 10 0½				
Thorpe Salvin - N.S.	- - -	- - -	1 6 7½				
Thurgoland - N.S.	160 0 0	Jan. 7, 1851	2 9 6½	- - -	- -	170 11 8	
Thurstonland - N.S.	20 0 0	Mar. 6, 1843	7 4 8½	51 13 4	- -	222 15 0	
" - - "	52 8 0	Dec. 24, 1845					
Tickton - - - N.S.	64 0 0	May 29, 1848					
Timble, Great - B.S.	*22 0 0	Dec. 10, 1836					
Wadsley - - - N.S.	*152 0 0	Sept. 18, 1839	10 6 2½	130 3 4	- -	406 18 4	
Wadworth - - N.S.	72 10 0	Mar. 11, 1842	2 12 2½	77 10 0	- -	- - -	8 0 0
Wakefield, All Saints N.S.	9 14 8	Dec. 6, 1849	6 14 7½	35 10 0	- -	143 0 0	
Wakefield, St. Andrew's N.S.	320 0 0	Feb. 11, 1846	3 15 0	25 16 8	- -	201 10 10	
" " - "	18 6 4	July 24, 1846					
" " - "	95 0 0	Oct. 24, 1849					
Wakefield, Holy Trinity - - N.S.	225 0 0	Nov. 12, 1847	9 2 4½	175 3 4	- -	368 7 6	
Walton - - - N.S.	- - -	- - -	2 10 0	76 5 0	- -	78 6 8	
Wansford, Great - N.S.	- - -	- - -	1 1 8	51 5 0			
Warmfield - - B.S.	*50 0 0	Jan. 25, 1837					
Warmsworth - N.S.	- - -	- - -	1 12 11½	18 15 0	- -	- - -	3 2 0
Wath-upon-Dearne N.S.	- - -	- - -	1 18 0				
Weaverthorpe - N.S.	- - -	- - -	- - -	19 5 0			
Weighton, Market N.S.	140 0 0	Jan. 30, 1843	2 15 6½	48 10 0	- -	239 10 0	11 18 0
Welburn - - - N.S.	- - -	- - -	1 13 4½	23 7 6	- -	3 6 8	
Welton - - - N.S.	- - -	- - -	3 8 4½	91 2 6	- -	92 10 0	6 18 0
Wentworth - - N.S.	- - -	- - -	1 15 6½	57 16 4	- -	338 5 0	
Weston - - - N.S.	- - -	- - -	2 1 3½	7 10 0	- -	360 0 10	
Wetherby - - Wes.	- - -	- - -	3 5 0½	31 5 0	- -	141 10 0	14 6 0
Wetwang (Lady Sykes') School - - —	- - -	- - -	- - -	28 6 8			
Whiston - - - N.S.	*75 0 0	Jan. 2, 1839	2 3 9½	22 10 0	- -	52 10 0	
Whitby - - - N.S.	200 0 0	Jan. 4, 1845	6 1 3	16 5 0	- -	400 4 2	
Whitby - - - B.S.	- - -	- - -	4 0 1½	16 10 0	- -	404 0 0	
Whitby (Mixed) - Wes.	- - -	- - -	4 0 0½	5 10 0			

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	Amount.	Date of Payment.					
YORKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Wicker, Holy Trinity N.S.	628 3 4	Feb. 4, 1854	14 12 4½	11 5 0	- -	35 0 0	
Wigginton - - N.S.	*40 0 0	Jan. 9, 1836					
Wilsden, Infant - N.S.	*60 0 0	July 28, 1838	1 9 5	13 15 0			
Withernwick - N.S.	55 0 0	Oct. 1, 1847					
Wombwell - - N.S.	134 0 0	Feb. 12, 1847	3 3 4				
Woodhouse, Ch. Ch. N.S.	*150 0 0	Dec. 3, 1836	8 18 1½	109 5 0	- -	384 1 8	
Woodhouse (Nether Green), St. Mark's N.S.	200 0 0	Nov. 24, 1846	2 0 0½	50 0 0	- -	503 10 0	
" " - "	95 0 0	Aug. 21, 1848					
" " - "	37 0 0	May 24, 1852					
Woodhouse (Feather Hill), St. Mark's - N.S.	- - -	- - -	10 5 0½	21 13 4	- -	547 10 0	
Woodside - - N.S.	220 0 0	Apr. 19, 1850	4 16 8½				
Worrall - - - N.S.	101 0 0	Sept. 28, 1848	- -	- -	- -	52 10 0	
Worsborough, Grammar School - - -	- - -	- - -	2 8 8½				
Worsborough Dale N.S.	169 0 0	Dec. 29, 1848	6 11 2				
Wortley (New Zion) B.S.	- - -	- - -	5 6 8½	- -	- -	45 13 4	
Wortley, New (Leeds) - - N.S.	500 0 0	June 11, 1849	- -	- -	- -	39 0 0	
Wortley (Sheffield) N.S.	- - -	- - -	2 10 0½	41 5 0	- -	212 0 0	2 18 0
Wortley (Leeds) - N.S.	*55 0 0	Jan. 5, 1836	- -	- -	- -	57 6 8	
Wortley (Leeds) - B.S.	*400 0 0	Mar. 1, 1837					
Wragby - - N.S.	- - -	- - -	- -	73 15 0			
Wrentherpe - - N.S.	100 0 0	Feb. 10, 1845					
Wyke - - - N.S.	- - -	- - -	4 4 7	12 7 6	- -	106 6 8	6 14 0
Wykeham - - N.S.	- - -	- - -	1 3 4	24 0 0			
Yapham - - N.S.	- - -	- - -	1 6 8				
Yeadon - - N.S.	272 0 0	Feb. 15, 1849	3 6 7½	18 15 0	- -	101 5 0	
Yedingham - N.S.	*12 0 0	Sept. 21, 1836					
York, St. Cuthbert's N.S.	- - -	- - -	6 9 11½	53 15 0	- -	379 3 4	
York (Aldwark Street) - - N.S.	- - -	- - -	6 13 3½	35 0 0	- -	270 15 0	
York (Bishopgate Street) - - N.S.	- - -	- - -	6 9 2½	31 8 4	- -	89 0 0	
York (Manor House) - - N.S.	- - -	- - -	12 13 11½	104 13 4	30 0 0	571 15 0	
York (Micklegate), Girls and Infants, District - - N.S.	176 10 0	Aug. 4, 1853	- -	5 0 0	- -	47 1 8	
York (Micklegate), Trinity - - N.S.	*125 0 0	Sept. 3 1836	5 0 11½	72 18 4	- -	279 17 6	
York and Ripon, Male Practising - N.S.	100 0 0	June 24, 1851	- -	20 0 0	- -	39 3 4	
York and Ripon, Female Practising N.S.	- -	- - -	- -	41 3 4			
York (Walmgate), Girls - - N.S.	- - -	- - -	5 0 0				
York (Walmgate), St. Margaret's - N.S.	200 0 0	Sept. 10, 1842	10 12 6½	101 11 8	20 16 8	481 10 0	
" " - "	75 0 0	Dec. 29, 1847					
York (Hope Street) B.S.	- - -	- - -	9 1 10½	23 6 8	- -	262 3 4	
York (Albion Street) Wes.	- - -	- - -	9 10 4½	60 0 0	- -	394 11 8	
York (George Street) Wes.	- - -	- - -	7 18 0½	128 8 4	- -	357 6 0	
York, St. Mary's, Boys and Girls - R.C.	- - -	- - -	6 10 1½	22 0 0	- -	283 10 0	

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
WALES.							
ANGLESEA.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Cemaes - - B.S.	150 0 0	Oct. 25, 1847	5 9 7½	- -	- -	78 0 0	
Gaerwen - - N.S.	171 0 0	Nov. 21, 1850	9 0 1½	- -	- -	27 18 4	
Gwalchmai - - N.S.	*30 0 0	Mar. 14, 1840					
Heneglwys - - B.S.	18 0 0	Dec. 23, 1840					
Holyhead - - N.S.	55 0 0	July 29, 1840	3 8 8½	60 0 0	- -	116 15 0	
„ - - „	15 6 3	Sept. 6, 1844					
Holyhead - - B.S.	*37 0 0	Oct. 15, 1836	5 19 2½	65 15 0	- -	427 1 3	
„ - - „	354 0 0	June 7, 1849					
„ - - „	30 15 0	Mar. 4, 1853					
Llandbadrig, Church School - -	- - -	- - -	- - -	- - -	- - -	38 19 0	
Llangefni, Mixed and Infants - N.S.	279 10 0	Mar. 24, 1853	3 15 8½	- -	- -	24 2 6	4 15 0
Llangefni - - B.S.	179 15 0	July 26, 1852	6 13 4½	40 0 0	- -	91 10 0	14 6 0
Llanallgo - - N.S.	75 0 0	May 4, 1846					
Llanddeusant and Llanbabo - - N.S.	164 0 0	Feb. 21, 1849	0 9 4½	41 5 0	- -	61 9 2	
Llangeinwen - B.S.	180 0 0	Feb. 24, 1840					
Llangristiolus - N.S.	50 0 0	Mar. 1, 1841					
Llanrhyddlad - N.S.	206 0 0	May 18, 1847					
Llanrhyddlad - B.S.	130 0 0	June 28, 1845	1 13 4	18 15 0	- -	195 0 0	11 7 0
Llanvaelog - - N.S.	121 0 0	June 16, 1849	2 13 10½	- -	- -	75 0 0	7 12 0
Llandysilio, Mixed N.S.	140 0 0	Aug. 12, 1853	2 8 11				
Marian Glas - B.S.	125 0 0	July 31, 1844	7 10 3½	18 15 0	- -	283 0 0	11 2 0
„ - - „	40 0 0	July 27, 1847					
Penmon and Llangoed - - N.S.	133 0 0	Mar. 8, 1852	1 10 5	15 0 0	- -	68 16 8	
Pensarn - - N.S.	*40 0 0	June 29, 1836					
Rhosybol - - B.S.	200 0 0	Aug. 28, 1848	3 2 0	8 15 0	- -	66 10 0	7 12 0
Trewalchmai - N.S.	See Gwalchmai.						
BRECKNOCKSHIRE.							
Abercrave, Mixed - N.S.	144 10 0	Jan. 26, 1854	2 12 0	4 2 6			
Abergwesain - N.S.	93 0 0	Oct. 16, 1851	2 0 0				
Brecon, St. David's N.S.	†*73 0 0	Mar. 2, 1836					
Brecon, St. John's, Boys - - N.S.	- - -	- - -	- - -	- - -	- - -	124 10 0	
Brecon, St. Mary's, (Parish of St. John's), Girls and Infants - - N.S.	214 10 0	Aug. 26, 1850	3 0 4½	- -	- -	277 0 0	
Castle Madoc, Mixed B.S.	84 0 0	June 8, 1854	1 6 8				
Devynnock - B.S.	77 0 0	Sept. 30, 1840					
Hay - - - N.S.	- - -	- - -	6 4 4½	90 0 0	- -	151 3 4	7 6 0
Llanelly - - N.S.	*50 0 0	Feb. 6, 1836 -	1 4 1½				
Llangasty - - N.S.	- - -	- - -	- - -	20 0 0			
Llangenny - N.S.	74 0 0	Aug. 11, 1848					
Llanigon - - N.S.	*30 0 0	June 20, 1838					
Ynisceedwyn (Iron Works School) -	250 0 0	Jan. 15, 1842	2 0 9				
„ „ -	125 0 0	Mar. 1, 1844					
CARDIGANSHIRE.							
Aber Bank - - N.S.	157 0 0	July 23, 1849	3 8 8½	- -	- -	15 0 0	6 9 0
Aberaron - - N.S.	266 0 0	Mar. 26, 1849	2 16 8½				
Aberporth, Mixed - N.S.	78 10 0	Oct. 29, 1853	1 6 8½				
Bangor, Mixed - N.S.	139 15 0	May 3, 1854					
Borth - - N.S.	100 0 0	July 22, 1842					
„ - - „	8 0 0	Sept. 2, 1846					
Cardigan, St. Mary's N.S.	322 0 0	Mar. 1, 1849	5 7 7½	69 5 0	- -	382 10 0	
Henfynyw - - N.S.	*13 0 0	Aug. 10, 1836					

† School pulled down.

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	Amount.	Date of Payment.					
CARDIGANSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lampeter, Pont Stephen - - N.S.	119 5 0	Nov. 22, 1850	- - -	40 10 0	- -	14 3 4	
Llandyssil - - N.S.	112 10 0	Feb. 5, 1852	4 19 5½				
" - - "	25 0 0	July 1, 1852					
Llandyssil " - - B.S.	78 0 0	June 19, 1850	- - -	- - -	- -	13 5 10	
Llanarth - - N.S.	*50 0 0	Aug. 9, 1837					
Llanddewi Aberarth N.S.	*40 0 0	Apr. 22, 1840					
Llangeitho - - N.S.	82 0 0	Sept. 17, 1847					
Llangranog - - N.S.	52 10 0	Nov. 21, 1846	0 19 0				
" - - "	15 0 0	Oct. 25, 1847					
Llangoedmore - N.S.	84 10 0	Feb. 28, 1849	1 13 4	- - -	- -	40 0 0	0 8 0
" - - "	59 10 0	Dec. 12, 1849					
Llanllwchairn - N.S.	*40 0 0	June 20, 1835					
Llanrhystyd - B.S.	- - -	- - -	1 18 9				
Llandygwydd - N.S.	- - -	- - -	2 13 1½	4 2 6	- -	115 10 0	
New Quay - - B.S.	- - -	- - -	3 3 4½	- - -	- -	29 0 0	6 17 0
Pen-y-parke - N.S.	224 0 0	June 28, 1847	1 0 3½	61 17 6	- -	188 10 0	19 7 6
" - - "	12 19 7	Oct. 20, 1854					
CAERMARTHENSHIRE.							
Abergwili - - N.S.	*80 0 0	Oct. 10, 1834	- - -	75 0 0	- -	87 10 0	
Bettws - - N.S.	55 0 0	June 12, 1845					
" - - "	23 0 0	Feb. 17, 1847					
Capel Cynfal - - N.S.	123 0 0	Sept. 6, 1849					
Caermarthen, St. David's - - N.S.	727 0 0	May 1, 1849	6 2 0	73 6 8	- -	288 3 4	
Caermarthen, Lancasterian - - B.S.	463 0 0	Nov. 26, 1850	6 2 1½	83 17 6	- -	343 10 0	
" - - "	21 0 0	May 23, 1854					
Cwmamman - - N.S.	- - -	- - -	2 0 3½				
Dafen (Tin Plate Works) - - N.S.	- - -	- - -	3 6 8½	32 10 0	- -	67 19 7	
Ferryside, St. Thomas - - N.S.	- - -	- - -	- - -	18 16 8	- -	13 15 0	2 13 0
Kenarth - - N.S.	*32 0 0	Feb. 28, 1838					
Llanelly - - N.S.	*113 0 0	June 21, 1837					
" - - "	*87 0 0	May 18, 1839					
Llanelly, Boys and Girls - - - B.S.	250 0 0	Mar. 11, 1854	2 17 2½				
Llanelly, Infants - B.S.	20 0 0	Nov. 26, 1852	- - -	3 15 0			
Llanelly (Copper Works) - - B.S.	- - -	- - -	6 19 6½	91 13 4	- -	284 0 0	
Llandybie - - N.S.	130 0 0	Dec. 3, 1849	4 13 3½				
Llandovery - - N.S.	300 0 0	Nov. 20, 1846	2 10 3½	163 0 0	- -	281 0 0	
Llandovery - B.S.	353 0 0	Aug. 27, 1849	6 13 4½	11 0 0	- -	239 13 4	
Llanfihangel Uwch Gwili - - N.S.	50 0 0	Jan. 12, 1848					
Llanvihangel Aberbythic - - N.S.	- - -	- - -	1 8 1	26 2 6	- -	50 0 0	6 2 0
Llangeler - - N.S.	100 0 0	Mar. 18, 1850					
Llangunnech - N.S.	66 0 0	Mar. 11, 1851	3 2 10½	- - -	- -	84 13 4	
" - - "	10 0 0	Oct. 2, 1852					
Llangadock - - B.S.	73 10 0	Apr. 26, 1852	1 13 4½				
Llanddarog, Mixed N.S.	148 13 4	Jan. 26, 1853					
" - - "	50 0 0	Nov. 9, 1854					
Llannon - - N.S.	- - -	- - -	- - -	- - -	- -	2 10 0	
Mydrim - - N.S.	15 0 0	Sept. 2, 1846					
Newcastle Emlyn - N.S.	118 10 0	Feb. 7, 1850	2 11 11½				
CAERNARVONSHIRE.							
Abercirch - - N.S.	*40 0 0	Aug. 3, 1836	2 0 0½				
Bangor, Diocesan Board	- - -	- - -	39 5 5				
Bangor - - - N.S.	*72 0 0	Feb. 27, 1836					
Bangor (Garth Road) Boys and Girls - B.S.	300 0 0	May 23, 1849	12 9 1½	145 0 0	- -	794 0 0	
" " - "	28 0 0	Sept. 8, 1854					
" - - "	6 10 0	Nov. 2, 1854					
Beddgelert " - - B.S.	150 0 0	Nov. 17, 1851	3 0 0	- - -	- -	49 11 8	10 7 6

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	Amount.	Date of Payment.					
CAERNARVONSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Bethesda - - B.S.	- - -	- - -	5 0 0½	- -	- -	29 0 0	
Bettws Garmon - N.S.	30 0 0	Oct. 12, 1844					
Bodfean - - N.S.	50 0 0	June 22, 1842					
Bontnewydd - - N.S.	63 0 0	June 19, 1844	- -	- -	- -	15 0 0	
" - - "	30 0 0	May 20, 1845					
" - - "	84 0 0	Sept. 19, 1850					
Bottwnog - - N.S.	50 0 0	July 24, 1845					
" - - "	16 0 0	Nov. 21, 1846					
" - - "	6 0 0	July 27, 1847					
Bronyfoel (Parish of Llandwrog) - N.S.	472 10 0	Oct. 12, 1844					
Bryncroes and Rhyw - - - N.S.	*45 0 0	Jan. 1, 1837					
" " - "	29 7 8	Sept. 2, 1852					
Caernarvon, Model N.S.	*100 0 0	Jan. 1, 1837	6 3 3	- -	- -	578 15 0	
" " - "	400 0 0	Sept. 13, 1842					
" " - "	166 0 0	Apr. 13, 1843					
" " - "	150 0 0	Oct. 23, 1843					
" " - "	250 0 0	May 5, 1848					
Clynnog - - N.S.	163 0 0	Aug. 19, 1850					
Conway - - N.S.	*108 0 0	May 6, 1840	8 11 10	66 11 8	- -	145 12 6	
" - - "	54 0 0	Feb. 17, 1852					
Dwygyfylchi - - N.S.	190 0 0	Sept. 23, 1848	1 17 4	16 10 0			
Edern - - - N.S.	90 0 0	May 20, 1847					
Glanogwen, Mixed N.S.	208 5 0	Jan. 19, 1853	5 4 2				
Llanbedr and Caerhaen - - - N.S.	*47 0 0	Feb. 21, 1835					
Llandudno - - N.S.	120 0 0	Sept. 26, 1846	6 6 11½	18 0 0	- -	27 10 0	
Llandwrog, Boys, Girls, and Infants N.S.	199 15 0	Mar. 15, 1854	- -	79 10 0			
Llanengan - - N.S.	118 0 0	Dec. 7, 1846					
" - - "	39 0 0	Feb. 17, 1847					
Llanengan - - B.S.	191 0 0	Aug. 28, 1848					
Llanfair-is-gaer - N.S.	75 0 0	June 19, 1844					
Llanfair-Vechan - N.S.	180 0 0	April 23, 1850	- -	40 10 0			
Llangelynin Gyffin N.S.	80 0 0	Mar. 1, 1844					
Llaniestyn - - N.S.	40 0 0	Aug. 4, 1843					
" - - "	17 0 0	Feb. 14, 1844					
Llanllechid - - N.S.	101 0 0	June 6, 1848					
Llannon - - N.S.	- - -	- - -	3 2 6				
Llanystymdwy, Mixed - - N.S.	91 7 6	Jan. 31, 1853	- -	11 5 0			
Nefyn - - - N.S.	*62 0 0	June 20, 1840					
" - - "	25 0 0	June 31, 1844					
Pwllheli - - - N.S.	200 0 0	June 1, 1843	6 16 4½	27 10 0	- -	117 0 0	
" - - "	70 0 0	Feb. 23, 1849					
Roe Wen - - B.S.	200 0 0	Feb. 7, 1849	1 0 0	- -	- -	117 10 0	
Tre and Port Madoc B.S.	53 0 0	Apr. 25, 1840	7 1 9½	- -	- -	178 0 0	
Twthill - - - N.S.	200 0 0	Aug. 7, 1848					
" - - "	6 0 0	Nov. 4, 1852					
Wawnfawr - - N.S.	*93 0 0	Dec. 26, 1838					
Ynyscunbeiarn - B.S.	*60 0 0	Mar. 14, 1840					
DENBIGHSHIRE.							
Abergele - - N.S.	*70 0 0	May 26, 1838	3 2 6	- -	- -	142 0 0	
Betts-yn-Rhos - Ch.S.	- - -	- - -	2 6 7½				
Blaenau Llangernyn B.S.	200 0 0	Jan. 5, 1849	2 2 1				
Brymbo - - N.S.	373 0 0	May 11, 1852	5 2 0				
Chirk - - - N.S.	100 0 0	Mar. 1, 1844	2 15 0	- -	- -	195 0 0	6 5 0
" - - "	11 0 0	June 28, 1845					
Chirk - - - B.S.	- - -	- - -	3 15 0	- -	- -	211 0 0	
Colwyn - - N.S.	100 0 0	Dec. 3, 1849	2 10 0½				
Denbigh - - N.S.	392 0 0	Apr. 26, 1848	2 3 4½	40 0 0	- -	136 5 0	
Denbigh - - B.S.	250 0 0	Apr. 4, 1848	9 19 4½	50 0 0	- -	220 10 10	
" - - "	150 0 0	Mar. 28, 1846					
" - - "	12 0 0	Dec. 19, 1851					
" - - "	24 0 0	Aug. 9, 1854					
Eglwysfach - - N.S.	*75 0 0	Feb. 20, 1836	1 13 3½	- -	- -	180 0 0	
Glyndifwdwy - B.S.	35 0 0	Nov. 10, 1843					

ame and nination of chool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
ISHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	87 0 0	Apr. 19, 1852	- -	- -	- -	32 10 0	5 8 0
- - N.S.	*100 0 0	Oct. 24, 1838					
dr-yng-eirch - N.S.	- - -	- - -	2 7 7¾	13 15 0	- -	100 0 0	12 18 0
fraidGlan ', or Bryn- - - - N.S.	*50 0 0	Dec. 12, 1835	2 18 3½				
n Dyffryn - - - N.S.	20 0 0	Sept. 6, 1844					
og - - N.S.	*50 0 0	Dec. 1, 1838	2 0 11¾	- -	- -	124 10 0	
n - - N.S.	50 0 0	Apr. 4, 1843					
- - "	20 0 0	Mar. 28, 1846					
Talhaiarn N.S.	*50 0 0	Aug. 24, 1836	2 19 5½	30 0 0	- -	98 6 8	
" - "	35 0 0	Oct. 16, 1850					
s - - N.S.	55 0 0	July 7 1847	1 4 11½	14 10 0	- -	100 0 0	2 9 0
in - - N.S.	- - -	- - -	- -	13 15 0			
1 - - N.S.	103 0 0	Jan. 15, 1842	2 13 7½	29 5 0	- -	194 5 0	3 16 0
- - - "	18 0 0	Mar. 8, 1852					
1 - - B.S.	275 0 0	Nov. 22, 1848	- -	18 2 6	- -	121 10 0	5 8 0
- - -	8 16 0	Nov. 2, 1854					
- - N.S.	296 0 0	Oct. 6, 1847	3 1 2¼	73 10 0	- -	83 0 0	9 8 0
- - B.S.	180 0 0	Mar. 11, 1847	1 14 8	20 12 6	- -	29 0 0	
fraidGlyn - - N.S.	*64 0 0	July 27, 1839	- -	15 0 0	- -	80 13 4	
- " -	14 0 0	Oct. 25, 1847					
- " - N.S.	373 0 0	May 11, 1852	5 2 0				
nerchrugog N.S.	- - -	- - -	- -	- -	- -	42 10 0	
ndre - N.S.	- - -	- - -	1 0 0½	- -	- -	30 0 0	
- - N.S.	366 0 0	May 6, 1848	2 13 4	8 15 0	- -	179 0 0	
- - B.S.	400 0 0	June 28, 1845					
- - N.S.	361 0 0	Feb. 7, 1849	6 1 8½	62 13 4	- -	214 5 0	
- - B.S.	618 0 0	Mar. 10, 1848	12 6 8½	36 0 0	- -	486 3 4	
- - N.S.	*125 0 0	Aug. 25, 1838	3 6 8				
- - "	14 0 0	Sept. 25, 1841					
- - "	150 0 0	June 13, 1850					
- - "	10 12 6	July, 18, 1854					
(Brook - - B.S.	150 0 0	Feb. 19, 1841	3 10 10	28 15 0	- -	44 0 0	
NTSHIRE.							
- - N.S.	- - -	- - -	2 1 8½	7 10 0	- -	51 3 4	
- - N.S.	150 0 0	Mar. 27, 1841	4 0 1½	- -	- -	15 0 0	23 0 0
- - "	30 0 0	Apr. 10, 1844					
- - N.S.	100 0 0	June 13, 1842					
Boys and - - N.S.	198 8 6	Dec. 29, 1853	2 13 11¼				
St. Mat- - - N.S.	411 4 0	Aug. 30, 1849	5 19 6	173 13 4	- -	122 10 0	14 3 0
- - N.S.	65 0 0	Feb. 21, 1843	2 4 0	76 10 0			
- - N.S.	20 0 0	July 31, 1844	2 15 3¾	- -	- -	99 0 0	
ixed - N.S.	82 17 6	Feb. 24, 1854					
ld - - N.S.	*100 0 0	Aug. 22, 1838	1 0 2				
- - -	30 0 0	Oct. 30, 1850					
1 - - N.S.	*125 0 0	Jan. 5, 1838					
- - N.S.	- - -	- - -	4 11 0½	- -	- -	201 8 4	
- - P.U.	- - -	- - -	- -	- -	- -	5 0 0	
- - B.S.	200 0 0	Feb. 7, 1849	8 1 1	33 6 8	- -	170 0 0	
- - N.S.	200 0 0	Mar. 4, 1843	2 5 11	90 0 0	- -	157 0 0	10 6 0
- - N.S.	452 10 0	July 23, 1850	5 1 3	60 15 0	- -	323 5 0	27 18 0
- - B.S.	180 0 0	Sept. 0, 1844	4 15 10½	46 0 0	- -	437 13 4	
- - N.S.	250 0 0	July 31, 1844	5 5 6¾	- -	- -	147 10 0	14 5 0
ldyn - N.S.	*75 0 0	May 25, 1836					
e, Village- N.S.	- - -	- - -	- -	- -	- -	20 16 8	
- - N.S.	51 0 0	Aug. 19, 1842	1 10 0	- -	- -	- - -	4 3 0
- - N.S.	- - -	- - -	2 17 4½	119 2 6	- -	95 10 0	5 14 0
- - R.C.	- - -	- - -	1 11 8	5 10 0	- -	52 10 0	7 10 0
- - N.S.	70 0 0	July 31, 1844					

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FLINTSHIRE—*cont.*							
Wepre, St. Mark's N.S.	*100 0 0	Nov. 1, 1837					
" " "	50 0 0	June 28, 1845					
Whitford " N.S.	- - -	- - -	3 0 8½	37 15 0	- -	63 0 0	8 14 0
Ysceifiog " N.S.	120 15 0	Mar. 30, 1852	1 7 6				
GLAMORGANSHIRE.							
Aberavon, Boys and Girls " N.S.	172 10 0	June 21, 1854	4 9 9½				
Aberdare, Town " N.S.	285 15 0	Apr. 29, 1851	3 9 8	31 3 4	- -	232 14 2	
Bettws " N.S.	71 0 0	Jan. 2, 1850	1 4 3				
Bishopston and Pennard " N.S.	216 0 0	May 27, 1851					
Bride, St., Major " N.S.	*30 0 0	Jan. 4, 1840	1 15 1	68 15 0	- -	108 15 0	14 3 0
" " "	27 0 0	May 20, 1845					
Bridge End " N.S.	- - -	- - -	4 7 0½	- -	- -	213 3 0	15 17 0
Bridge End " Wes.	- - -	- - -	1 15 4	- -	- -	83 11 8	
Cadoxton, Merthyrdovan " N.S.	56 0 0	May 21, 1847					
Cadoxton-juxta-Neath " N.S.	152 0 0	May 18, 1849	5 15 1½	- -	- -	159 0 0	17 11 0
" " "	201 0 0	Apr. 27, 1852					
Cardiff, St. Mary's " N.S.	380 0 0	May 2, 1848	3 10 7½	121 13 4	- -	453 0 0	
" " "	93 0 0	Dec. 19, 1849					
Cardiff " " Wes.	- - -	- - -	7 13 5	164 5 0	- -	328 4 2	
Cardiff " R.C.	- - -	- - -	5 1 5½	16 10 0			
Cowbridge " N.S.	*45 0 0	Mar. 6, 1839					
Coychurch " N.S.	*20 0 0	Oct. 18, 1837					
" " "	27 10 0	Aug. 14, 1851					
Cyfarthfa " N.S.	- - -	- - -	4 4 9	26 5 0	- -	32 10 0	
Cwmbach " N.S.	200 0 0	July 25, 1850	2 18 10½				
Dowlais (Sir John Guest's) "	- - -	- - -	- -	241 11 8			
Fagan's, St. " N.S.	- - -	- - -	1 4 8				
Giant's Grave, near Neath " B.S.	96 0 0	Oct. 12, 1841	1 13 10½				
Hafod Copper Works	- - -	- - -	- -	- -	- -	97 0 0	
Llandaff " N.S.	- - -	- - -	2 0 9½	29 3 4	- -	1 13 4	
Llandeilo, Talybont, or Pontarddulais N.S.	128 0 0	July 8, 1846					
" " "	10 0 0	July 25, 1851					
Llangyfelach " N.S.	3 0 0	July 30, 1846					
" " "	45 0 0	Apr. 15, 1847					
Llanfabon " N.S.	288 0 0	Aug. 13, 1850					
Llantrisant " N.S.	- - -	- - -	1 11 10½	- -	- -	69 0 0	15 0 0
Loughor " Par.	169 18 0	Aug. 10, 1854	2 9 11½	- -	- -	53 6 8	6 16 0
Maesteg (Iron Works) " B.S.	- - -	- - -	- -	- -	- -	46 0 0	
Maesteg (Llynvi Iron Works) " B.S.	- - -	- - -	13 5 0½	58 13 0	- -	400 1 8	
Maesteg (Spelter Works) " B.S.	- - -	- - -	- -	- -	- -	43 15 0	
Merthyr Tydvil, St. David's " N.S.	300 0 0	Jan. 29, 1849	5 1 10½	53 10 10	- -	107 7 6	
" " "	108 15 2	Sept. 30, 1852					
Morriston " B.S.	*150 0 0	Jan. 11, 1837					
Mumbles " B.S.	*30 0 0	May 18, 1839	- -	- -	- -	29 0 0	7 4 0
Nantgarw " N.S.	75 0 0	Sept. 6, 1844					
Newton Nottage " N.S.	96 0 0	Nov. 13, 1848	2 17 7½	45 0 0	- -	188 6 8	8 7 0
Nicholas, St. (near Cardiff) " N.S.	- - -	- - -	2 6 8	11 5 0	- -	0 16 8	
Penclawdd " N.S.	58 0 0	July 27, 1846					
Penmark " N.S.	70 0 0	Sept. 10, 1847					
Pentyrch " N.S.	*32 0 0	Apr. 13, 1836					
Penydarrau, Iron Company's School "	- - -	- - -	1 14 5				
Pyle, Bryndu Colliery School "	- - -	- - -	2 10 0½	31 13 4	- -	2 10 0	14 10 0

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	Amount.	Date of Payment.					
GLAMORGANSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ruddry - - N.S.	25 0 0	Apr. 13, 1843					
" - - - "	15 0 0	May 25, 1844					
Sketty, St. Paul's - N.S.	- - -	- - -	3 13 3½	11 5 0			
Sketty, Infants - B.S.	- - -	- - -	- - -	- - -	- -	29 10 0	
Skewen - - - N.S.	- - -	- - -	2 13 4				
Swansea - - N.S.	1,143 0 0	July 6, 1848	29 9 3½	153 18 4	- -	829 11 8	
" - - - "	5 12 0	Aug. 8, 1849					
" - - - "	6 4 0	Feb. 14, 1850					
Swansea, Upper - N.S.	- - -	- - -	- - -	16 10 0			
Swansea, Boys and Girls - - - B.S.	203 8 0	May 9, 1854	11 6 10½	37 10 0	- -	773 15 0	
Wick - - - N.S.	20 0 0	Aug. 12, 1848	1 0 0½				
Ystalyfera - - N.S.	- - -	- - -	4 1 2½	- -	- -	3 6 8	
MERIONETHSHIRE.							
Barmouth - - N.S.	*100 0 0	Oct. 20, 1842	- -	50 17 6	- -	57 10 0	3 0 0
" - - - "	7 16 0	Jan. 25, 1849					
" - - - "	10 0 0	Mar. 28, 1854					
Brynerug - - B.S.	90 0 0	July 31, 1844	3 6 7½	16 10 0	- -	29 0 0	
" "	18 0 0	Mar. 28, 1846					
Dolgelly - - N.S.	277 0 0	Apr. 12, 1847	2 18 11½	81 5 0	- -	149 10 0	
Dolgelly - - B.S.	- - -	- - -	3 15 0½	- -	- -	105 10 0	
Dyffryn - - - B.S.	- - -	- - -	4 7 4	- -	- -	192 10 0	
Festiniog, Slate Quarries - B.S.	125 0 0	July 8, 1850	4 15 5½	16 10 0	- -	178 18 9	10 2 0
Festiniog - - B.S.	- - -	- - -	2 18 6½	- -	- -	63 0 0	
Festiniog and Maentwrog - - - N.S.	- - -	- - -	2 13 4				
Glanrafon - - B.S.	80 0 0	July 23, 1849					
Llandrillo - - B.S.	130 0 0	Apr. 20, 1849	1 2 8½				
Llanenddwyn - N.S.	*45 0 0	Sept. 14, 1836					
Llanfawr - - N.S.	*50 0 0	Nov. 9, 1836					
Llangelynin Arthog N.S.	40 0 0	June 19, 1844					
" - - - "	10 0 0	May 30, 1845					
Penrhyn - - B.S.	- - -	- - -	1 0 6½	- -	- -	95 0 0	4 6 0
Talybont - - B.S.	73 0 0	Nov. 27, 1841					
Towyn and Pennal B.S.	90 0 0	Aug. 2, 1849	2 13 1	63 5 0	- -	108 11 8	
Trawsfynydd - N.S.	25 0 0	Mar. 1, 1844	2 9 7½	34 7 6	- -	102 0 0	19 2 0
" - - - "	45 0 0	Dec. 22, 1852					
MONTGOMERYSHIRE.							
Berriew, Endowed N.S.	- - -	- - -	2 10 8½	70 10 0	- -	144 10 0	
Buttington - - N.S.	*33 0 0	May 5, 1838					
Carno, Boys - - B.S.	36 0 0	Dec. 28, 1852					
Castle Caereinion - N.S.	- - -	- - -	1 18 2½	15 0 0			
Cemmes - - - B.S.	- - -	- - -	- - -	- - -	- -	- - -	14 3 0
Churchstoke - - N.S.	150 0 0	Feb. 25, 1448	- -	46 7 6	- -	62 1 8	
" - - - "	46 5 8	Oct. 19, 1854					
Darowen - - N.S.	60 0 0	Aug. 16, 1841	0 16 0½				
Forden - - - N.S.	105 0 0	June 15, 1849					
Llanfair Caereinion N.S.	100 0 0	July 26, 1852					
Llanfair Caereinion B.S.	185 0 0	Jan. 10, 1850	2 12 5½				
Llandyssilio - - N.S.	*30 0 0	Feb. 14, 1855					
Llanfyllin - - N.S.	70 0 0	Mar. 29, 1843	3 0 0	- -	- -	153 15 0	
Lanfyllin, (Mixed) B.S.	219 0 0	June 24, 1854	2 10 0				
Llanidloes - - N.S.	240 0 0	Nov. 18, 1845	4 5 10½	80 15 0	- -	397 6 8	
" - - - "	13 0 0	July 3, 1850					
" - - - "	34 5 0	June 30, 1852					
Llanwnog, Mixed - N.S.	72 0 0	Jan. 17, 1853	2 13 4	5 0 0			
Machynlleth - N.S.	39 0 0	Oct. 19, 1849	2 11 10	40 10 0	- -	105 0 0	
" - -	16 0 0	Sep. 1, 1854					
Newtown - - N.S.	300 0 0	Dec. 8, 1847	- -	60 0 0	- -	146 10 0	
" - - - "	4 18 0	Jan. 25, 1849					
" - - - "	84 0 0	Dec. 8, 1854					
Newtown - - B.S.	210 0 0	Aug. 26, 1847	6 4 4½	- -	- -	122 10 0	

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	Amount.	Date of Payment.					
MONTGOMERYSHIRE— *cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Welshpool, The Belan - - N.S.	60 0 0	June 16, 1842	6 12 2½				
Welshpool, Infants N.S.	115 0 0	May 29, 1851	- - -	8 5 0			
Welshpool, Boys, Girls, and Infants N.S.	- - -	- - -	- -	133 14 2	- -	330 8 9	
PEMBROKESHIRE.							
Burton - - - N.S.	- - -	- - -	1 19 9½	- -	- -	38 10 0	
Cilgerran - - N.S.	90 0 0	June 19, 1844	6 1 5½	- -	- -	220 3 4	
Dogwells, St. - B.S.	*125 0 0	Aug. 20, 1834					
" - -	*50 0 0	Dec. 24, 1836					
Fishguard - - N.S.	219 0 0	June 13, 1850	7 19 11½	- -	- -	222 10 0	17 13 0
Haverfordwest - N.S.	829 13 11½	Jan. 18, 1850	2 17 9	95 16 8	- -	363 0 0	
Haverfordwest - B.S.	*125 0 0	May 26, 1838					
Jeffreston - - N.S.	42 0 0	June 19, 1844	3 0 1½				
Johnstone - - N.S.	*17 0 0	Jan. 5, 1837					
Letterston, Mixed - N.S.	81 0 0	Sept. 13, 1853	3 6 8½				
Llandeloy - - N.S.	227 0 0	Dec. 3, 1850	4 0 0½	- -	- -	22 10 0	3 19 0
" - -	100 0 0	Feb. 19, 1851					
Llandewi Velfry - N.S.	- - -	- - -	1 0 8½				
Llanrhian - - N.S.	116 13 4	Jan. 19, 1853	3 17 4				
Llawhaden - - N.S.	37 10 0	July 17, 1847	1 12 3				
Manor Divy - N.S.	*42 0 0	Dec. 19, 1835					
Martletwy, Mixed - N.S.	129 10 0	Apr. 1, 1854					
Milford Haven, Endowed	- - -	- - -	1 3 6½	- -	- -	123 7 6	11 6 0
Narberth - - N.S.	- - -	- - -	5 6 9	44 5 0	- -	206 13 4	
Narberth - - B.S.	*40 0 0	Jan. 16, 1839	- - -	- -	- -	19 3 4	
Pembroke Dock - N.S.	200 0 0	Oct. 18, 1848	2 15 2	100 15 0	- -	1,117 1 8	
Pembroke Dock B.S.	320 0 0	July 19, 1840	22 8 6½	26 17 6	- -	646 0 0	
Reynalton - - B.S.	*30 0 0	Dec. 7, 1836					
Rhydberth - - N.S.	70 0 0	Sept. 20, 1853	5 10 6	- -	- -	393 10 10	0 0 0
Rudbaxton - - N.S.	58 0 0	Mar. 10, 1846	- - -	- -	- -	82 10 0	1 15 0
Solva - - - N.S.	*75 0 0	Jan. 5, 1838	- - -	30 0 0			
Stackpole Elidor - N.S.	- - -	- - -	- - -	- -	- -	116 16 8	7 9 6
Tavernspite - - N.S.	84 0 0	May 25, 1844	2 10 11½	16 5 0	- -	73 6 8	0 15 8
" " - "	80 0 0	June 28, 1845					
" " - "	7 0 0	May 7, 1846					
Templeton - - B.S.	*25 0 0	Jan. 13, 1836					
Tenby, Boys and Girls - - N.S.	90 0 0	June 6, 1840	3 6 9½	70 10 0	- -	212 16 8	
" - - "	60 0 0	Mar. 25, 1845					
" - - "	20 0 0	Feb. 17, 1846					
Tenby, Infants - N.S.	- - -	- - -	5 5 5	- -	- -	142 11 8	
Tenby, New Hedges, Ch. School - - -	119 0 0	Sept. 5, 1853	2 4 6½	- -	- -	15 0 0	
Uzmaston and Boulston - N.S.	167 0 0	Sept. 26, 1848	3 12 0	88 10 0	- -	279 15 10	10 18 0
Walton, West, and Talbenny - N.S.	109 10 0	Feb. 15, 1851	1 13 4½				
Warren, Agricultural School - - -	- - -	- - -	2 14 5½	- -	- -	109 3 4	
RADNORSHIRE.							
Boughrood - - N.S.	74 0 0	Nov. 13, 1851	1 10 6½				
Heyop - - - Par.	- - -	- - -	1 5 5½	41 15 0			
Knighton - - N.S.	- - -	- - -	- - -	- -	- -	115 0 0	5 13 0
Radnor, Old - N.S.	220 0 0	May 4, 1850					

ne and ination of hool.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.	Capitation Grants.
	Amount.	Date of Payment.					
			ISLANDS.				
OF MAN.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
- - N.S.	*50 0 0	July 25, 1835	1 17 3½	- -	- -	88 0 0	
Foddy - N.S.	48 10 0	July 22, 1842	2 0 0				
idge - N.S.	*44 0 0	July 30, 1836					
- - B.S.	*150 0 0	Aug. 9, 1840					
- - N.S.	- - -	- - -	-	- -	- -	12 10 0	
Athol Street),							
ge's - Par.	- - -	- - -	5 13 7	95 3 4	- -	808 0 0	
ft. Barna-							
- - N.S.	85 0 0	Dec. 10, 1845	14 15 4½	5 16 8	- -	731 11 8	
" - "	16 13 4	Mar. 28, 1851					
- - Wes.	- - -	- - -	3 13 8¼				
t. Patrick's							
) - Ch. S.	100 0 0	Mar. 14, 1848	3 2 9	159 1 8	- -	306 10 0	1 14 0
- - "	50 0 0	Oct. 12, 1850					
eas - N.S.	*72 0 0	Nov. 15, 1837	3 15 0	25 0 0	- -	196 15 0	2 16 0
- - "	72 6 0	June 30, 1848					
an - Par.	77 0 0	July 14, 1842	2 10 0				
laughold							
- - Par.	140 5 0	Apr. 11, 1854	1 10 0				
ael - N.S.	*67 10 0	Feb. 21, 1841					
ick - Par.	- - -	- - -	4 11 10½	- -	- -	168 13 4	
nne's - N.S.	- - -	- - -	- -	- -	- -	15 0 0	
a - - N.S.	*38 0 0	Oct. 29, 1836	- -	8 15 0			
llasalla - N.S.	88 0 0	Jan. 21, 1843	5 2 0½	10 10 0	- -	206 2 6	8 10 0
stletown N.S.	*90 0 0	Apr. 5, 1839	8 5 7½	- -	- -	475 11 8	
" - "	82 6 0	Dec. 14, 1850					
enaby - N.S.	*50 0 0	Nov. 11, 1835	- -	- -	- -	161 10 0	8 3 0
. Mark's N.S.	70 0 0	Sept. 6, 1843	3 8 11¼	- -	- -	52 10 0	
" - "	30 0 0	Oct. 15, 1845					
of, St.							
- - N.S.	100 0 0	June 1, 1852	1 12 10½				
of, German,							
's - N.S.	70 0 0	May 31, 1845	3 0 0	22 13 4	- -	29 0 0	5 19 0
stian's En-							
- - N.S.	100 0 0	Mar. 24, 1842	9 8 4	- -	- -	369 10 0	4 15 0
hematical and							
l School -	112 0 0	Feb. 1, 1850	1 0 10	91 10 0	- -	70 8 4	
Mary's - N.S.	*75 0 0	May 21, 1837	2 11 11¼	36 0 0	- -	139 5 10	
- - N.S.	*155 0 0	April 4, 1835	6 4 4½	18 15 0	- -	125 10 0	1 4 0
- - "	122 15 3	Dec. 2, 1850					
- - Wes.	- - -	- - -	2 0 0				
- - N.S.	- - -	- - -	0 19 11½	14 3 4	- -	72 18 4	4 5 0
- - N.S.	*100 0 0	Aug. 5, 1840	2 10 0	- -	- -	72 2 6	
ERNSEY.							
St. John's N.S.	56 10 0	Mar. 19, 1842	7 12 1¼				
- - "	40 0 0	Apr. 29, 1842					
St. Peter's							
- - N.S.	- - -	- - -	1 7 4	117 1 8	- -	224 10 0	
St. Peter's							
- - B.S.	*46 0 0	May 1, 1839	2 15 4	- -	- -	32 10 0	
" - "	266 0 0	Feb. 8, 1843					
" - "	9 18 9	Feb. 18, 1846					
ERSEY.							
- - N.S.	*100 0 0	Nov. 23, 1836					
. Helier's, N.S.	*125 0 0	Nov. 18, 1840	3 17 9½	- -	- -	93 0 0	
. Mark's N.S.	200 0 0	Feb. 3, 1846	4 15 1¼	21 5 0	- -	181 10 0	
" - "	16 5 0	Aug. 25, 1853					
" - "	27 17 6	Jan. 7, 1854					
.James' - N.S.	- - -	- - -	5 7 8½	25 13 4	- -	208 0 0	
. Paul's - N.S.	- - -	- - -	5 0 0½	- -	- -	29 0 0	

SCOTLAND.

NOTE.—G.A., denotes that the school is in connexion with the *General Assembly of the Established Church of Scotland*; F.C., with the *Free Church*; Epis., with the *Episcopal Church of Scotland*; Sess., *Sessional*; Par., *Parochial*; and R.C., *Roman Catholic Poor School Committee.*

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	Amount.	Date of Payment.				
ABERDEENSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen, Bon Accord - F.C.	*250 0 0	April 11, 1838	4 12 0½	123 15 0	- -	54 0 0
Aberdeen, East Parish - F.C.	- - -	- - -	2 0 1½	- - -	- -	52 11 8
Aberdeen, East Parish - Sess.	*400 0 0	Aug. 19, 1840	10 14 7½	80 0 0	25 0 0	295 12 6
Aberdeen, North Parish - Sess.	*500 0 0	June 13, 1840	- - -	33 6 8	- -	150 0 0
Aberdeen, North - - F.C.	- - -	- - -	1 17 10	4 2 6	- -	120 0 0
Aberdeen, South Parish - F.C.	- - -	- - -	- - -	40 0 0	- -	295 5 0
Aberdeen, South Parish, Trinity - - - - Sess.	*220 0 0	Feb. 18, 1837	3 11 8½	28 3 4	- -	115 0 0
Aberdeen, West Parish - Sess.	266 0 0	Sept. 14, 1850	8 18 10½	67 16 8	- -	165 16 8
Aberdeen, Educational Society's - - - G.A.	165 0 0	Apr. 28, 1841				
Aberdeen, Grey Friars - G.A.	500 0 0	Nov. 15, 1841				
Aberdeen (John Knox's) F.C.	- - -	- - -	7 11 3	85 10 0	- -	220 0 0
Aberdeen (John Knox's) Sess.	*95 8 0	June 15, 1836	- - -	- - -	- -	244 0 0
Aberdeen (Mounthooley) Par.	*100 0 0	Oct. 11, 1835				
Aberdeen, St. Peter's - R.C.	- - -	- - -	4 10 0	- - -	- -	40 11 8
Aberdeen, Shaw's Court, Female Industrial - -	- - -	- - -	- - -	- - -	- -	34 10 0
Aberdeen (Sugar House Lane) Industrial - - - -	204 0 0	Oct. 20, 1852				
Aberdeen, Union Parish - G.A.	295 0 0	July 31, 1841				
Aberdeen, St. Andrew's, Epis.	- - -	- - -	- - -	16 10 0	- -	15 0 0
Aberdour - - - - F.C.	105 0 0	Oct. 1, 1850				
Alford - - - - G.A.	- - -	- - -	- - -	- - -	- -	75 0 0
Banchory Devenick - - F.C.	- - -	- - -	- - -	69 10 0	- -	12 10 0
Belhelvie - - - - Par.	- - -	- - -	- - -	- - -	- -	177 10 0
Bridge of Don - - G.A.	- - -	- - -	- - -	10 0 0		
Burnhaven - - - G.A.	- - -	- - -	- - -	- - -	- -	62 0 0
Cruden - - - - F.C.	57 0 0	Sept. 20, 1850	2 18 0	75 5 0	- -	74 3 4
Cruden - - - - Epis.	*90 0 0	June 30, 1838				
Deer, Old - - - - F.C.	109 11 5	Nov. 20, 1848	2 18 0	96 10 0	- -	2 10 0
Ellon - - - - F.C.	162 0 0	June 1, 1849	1 0 3	87 0 0		
Ellon - - - - Par.	- - -	- - -	3 4 3½	- - -	- -	10 0 0
Forgue, Side - - G.A.	117 0 0	Jan. 16, 1840	1 3 1½			
Fyvie, All Saints - - Epis.	- - -	- - -	- - -	12 10 0		
Fyvie - - - - Par.	- - -	- - -	- - -	36 13 4		
Garlochsford - - - F.C.	- - -	- - -	1 13 4½			
Gilconiston - - - F.C.	- - -	- - -	- - -	27 15 0		
Glenfouland - - - G.A.	- - -	- - -	- - -	46 15 0		
Huntly - - - - F.C.	- - -	- - -	- - -	47 10 0	- -	78 10 0
Huntly Gordon (Industrial) - - - F.C.	- - -	- - -	- - -	33 3 4	- -	32 10 0
Huntley - - - - Par.	- - -	- - -	- - -	- - -	- -	79 10 0
Huntly - - - - R.C.	- - -	- - -	1 0 2			
Inverury - - - - F.C.	120 0 0	Apr. 1, 1851				
Inverury, St. Mary's - Epis.	- - -	- - -	- - -	8 15 0	- -	8 15 0
Kilmarnock Academy - -	- - -	- - -	5 10 8			
Kincardine, O'Neill, - F.C.	- - -	- - -	- - -	58 10 0		
King Edward - - - Par.	- - -	- - -	2 6 8			
Kintore - - - - F.C.	75 0 0	Dec. 29, 1851	2 13 4	15 0 0	- -	15 0 0
Longhill - - - - G.A.	- - -	- - -	- - -	59 10 0		
Meldrum, Old - - F.C.	123 0 0	Sept. 28, 1848				
Petercultер - - - Par.	- - -	- - -	- - -	- -	- -	32 10 0
Peterhead - - - G.A.	*850 0 0	Apr. 8, 1840				
" - - - "	140 0 0	Aug. 12, 1840				
" - - - "	300 0 0	Nov. 7, 1840				
Peterhead - - - F.C.	219 15 0	Jan. 7, 1850	3 10 4½	23 3 4	- -	5 0 0
Peterhead, St. Peter's - Epis.	- - -	- - -	- - -	7 3 4		
Pitsligo, New - - - Epis.	- - -	- - -	5 10 8½			

Name and Nomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Grants for Building, Enlargement, Improvements, or Fixtures. Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
ENSHIRE—*cont.*							
instone, Sub-							
- - - -	F.C.	103 10 0	Dec. 19, 1840	4 1 1½	99 2 6	- -	258 15 0
- - - -	G.A.	108 0 0	Jan. 1, 1842				
- - - -	G.A.	- - -	- - -	- - -	8 0 0		
- - - -	F.C.	130 10 0	Apr. 19, 1852	5 0 0½	51 13 4	- -	29 0 0
- - - -	Par.	- - -	- - -	1 14 0	9 0 0	- -	225 0 0
- - - -	F.C.	81 0 0	Mar. 15, 1850				
pes - - -	G.A.	- - -	- - -	- - -	105 0 0		
- - - -	F.C.	*150 0 0	June 10, 1857	7 0 6	33 0 0	- -	89 0 0
GYLLSHIRE.							
- - - -	G.A.	- - -	- - -	- - -	28 6 8		
- - - -	F.C.	- - -	- - -	3 6 8¾	43 17 6	- -	15 0 0
- - - -	Epis.	- - -	- - -	- - -	- - -	- -	8 15 0
h, St. John's -	Epis.	- - -	- - -	5 8 4	- - -	- -	63 0 0
- - - -	G.A.	- - -	- - -	- - -	35 0 0	- -	15 0 0
- - - -	Par.	- - -	- - -	2 7 5½	16 13 4	- -	29 0 0
Foreland -	F.C.	- - -	- - -	2 0 8	61 10 0	- -	75 0 0
- - - -	Par.	- - -	- - -	- - -	45 0 0		
wn - - -	F.C.	- - -	- - -	- - -	103 2 6	- -	181 10 0
wn, Burgh and							
- - - -		- - -	- - -	1 7 5	- - -	- -	102 0 0
wn - - -	Epis.	- - -	- - -	- - -	- - -	- -	16 13 4
- - - -	G.A.	- - -	- - -	- - -	- - -	- -	59 10 0
, Miss Camp-							
arity - -	Par.	- - -	- - -	4 0 3½	- - -	- -	55 0 0
- - - -	F.C.	- - -	- - -	3 16 8½	23 0 0	- -	32 10 0
Hull) - -	G.A.	*75 0 0	Dec. 21, 1839				
- - - -	F.C.	- - -	- - -	- - -	23 15 0	- -	1 0 0
- - - -	G.A.	- - -	- - -	- - -	55 0 0		
North (Bellan-							
- - - -	Par.	- - -	- - -	2 10 0	33 15 0	- -	40 3 4
- - - -	G.A.	100 0 0	Oct. 3, 1850	- - -	50 17 6		
Campbeltown)	F.C.	- - -	- - -	- - -	11 5 0	- -	63 0 0
ead - - -	F.C.	- - -	- - -	5 16 8¾	31 10 0	- -	104 10 0
ead - - -	Epis.	- - -	- - -	3 16 0	15 6 8	- -	59 5 0
ead - - -	G.A.	82 0 0	June 16, 1848				
- - - -	G.A.	- - -	- - -	- - -	46 10 0	- -	150 0 0
- - - -	G.A.	- - -	- - -	- - -	22 0 0		
, Industrial -		- - -	- - -	- - -	- - -	- -	19 7 6
lotte - - -	G.A.	- - -	- - -	- - -	53 15 0	- -	13 0 0
ren - - -	F.C.	73 15 0	Jan. 5, 1853	3 2 9	26 2 6	- -	54 0 0
ren, Parliament-							
ool - - -		- - -	- - -	2 10 0½	- - -	- -	17 10 0
- - - -	Par.	- - -	- - -	2 15 7½	- - -	- -	253 0 0
- - - -	G.A.	- - -	- - -	- - -	50 0 0	- -	100 2 6
y, Girls, Indus-							
- - - -	G.A.	138 0 0	Oct. 12, 1849				
AYRSHIRE.							
- - - -	G.A.	140 0 0	May 24, 1848				
- - - -	Scss.	*150 0 0	Apr. 7, 1838	5 4 2	- - -	- -	99 15 0
- - - -	Par.	- - -	- - -	4 3 7½	57 18 4	- -	85 10 0
, Female Indus-							
- - - -	G.A.	108 0 0	Mar. 9, 1850	4 15 0½	19 0 0	- -	76 0 0
- - - -	G.A.	200 0 0	Feb. 14, 1843				
ed, or Indus-							
ool - - -		158 15 0	July 30, 1853				
- - - -	Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Glennap,							
d - - -	G.A.	- - -	- - -	- - -	60 10 0		
- - - -	Par.	- - -	- - -	- - -	22 10 0	- -	124 10 0
- - - -	F.C.	80 0 0	Dec. 22, 1851	2 18 4	11 5 0	- -	32 10 0
dowed, Indus-							
- - - -	G.A.	- - -	- - -	- - -	14 6 8	- -	27 10 0
- - - -	Par.	100 0 0	June 28, 1849	- - -	- - -	- -	400 0 10
- - - -	F.C.	132 0 0	Aug. 15, 1849	- - -	3 15 0		
ns - - -	Par.	- - -	- - -	- - -	- - -	- -	193 17 6

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
AYRSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Catrine - - - - F.C.	- - -	- - -	3 0 0			
Crosskill - - - - G.A.	- - -	- - -	- - -	35 6 8	- -	15 0 0
Crosshouse - - - G.A.	150 0 0	Feb. 13, 1840	2 16 0	9 12 6		
Cumnock, New (Wellhill) - - - F.C.	- - -	- - -	4 11 8½	59 2 6	- -	138 0 0
Cumnock, Old - - - F.C.	- - -	- - -	6 4 11½	59 2 6	- -	101 10 0
Dailly - - - - Par.	- - -	- - -	- - -	44 18 4		
Dalry, Female Industrial G.A.	- - -	- - -	- - -	- - -	- -	213 10 0
Dalry, Kersland Barony - G.A.	138 0 0	Oct. 10 1848	5 8 4	- - -	- -	198 15 0
Dalry, Boys and Girls - F.C.	66 10 0	Dec. 6, 1852				
Dalry - - - - Par.	- - -	- - -	- - -	- - -	- -	257 10 0
Dreghorn (Cross Roads) G.A.	- - -	- - -	- - -	54 0 0		
Drybridge, Subscription School - - - -	- - -	- - -	- - -	23 15 0		
Eglinton, Iron Works School - - - -	- - -	- - -	3 3 5			
Fisherton - - - - G.A.	47 10 0	May 2, 1844				
" - - - - "	20 0 0	June 14, 1848				
Fullarton - - - - F.C.	100 0 0	June 18, 1849	5 15 0	31 10 0	- -	130 10 0
" - - - - "	22 13 4	Jan. 24, 1853				
Fullarton - - - - G.A.	- - -	- - -	3 15 0½	60 0 0	- -	279 18 4
Galston - - - - Par.	- - -	- - -	5 15 3½	46 10 0	- -	76 0 0
Girvan - - - - Par.	- - -	- - -	- - -	- - -	- -	288 3 4
Girvan - - - - F.C.	- - -	- - -	- - -	20 0 0		
Kilbride, West - - F.C.	- - -	- - -	1 1 4½	29 5 0		
Kilburnie - - - - F.C.	203 0 0	Mar. 24, 1849				
Kilmarnock, Industrial - F.C.	- - -	- - -	3 6 8½	24 0 0	- -	63 0 0
Kilmarnock, Town Head District - - - -	- - -	- - -	- - -	10 0 0	12 10 0	
Kilwinning - - - - Par.	- - -	- - -	8 15 0½	13 15 0	22 10 0	
Largs, Female Industrial G.A.	103 2 6	July 10, 1852	- - -	17 6 8	- -	32 10 0
Largs, Brisbane Endowed Sch.	- - -	- - -	3 7 11¼	128 0 0	- -	248 18 4
Largs - - - - F.C.	- - -	- - -	5 4 2	80 15 0	- -	102 0 0
Monckton - - - F.C.	- - -	- - -	3 15 0	- - -	- -	146 0 0
Newton on Ayr - - Par.	- - -	- - -	4 14 0½	- - -	- -	344 10 0
Newton on Ayr - - F.C.	180 0 0	Nov. 29, 1849	7 1 8½	86 0 0	- -	159 0 0
Ochiltree - - - F.C.	100 0 0	June 28, 1849	2 4 6½	30 0 0	- -	132 7 6
Perceton - - - - F.C.	- - -	- - -	1 14 2½	27 0 0	- -	62 5 0
Prestwich, Burgh - - G.A.	- - -	- - -	- - -	- - -	- -	103 12 6
Sorn - - - - Par.	- - -	- - -	3 6 8½	47 15 0	- -	15 0 0
Stevenston in Salcoats - Par.	*150 0 0	June 13, 1840				
Stewarton - - - F.C.	158 0 0	Nov. 30, 1849	- - -	- - -	- -	98 0 0
Symington - - - F.C.	- - -	- - -	- - -	15 0 0		
Townhead Mission - - F.C.	140 13 4	Oct. 31, 1853	9 1 5½			
Troon - - - - G.A.	167 10 0	Feb. 6, 1841				
BANFFSHIRE.						
Aberchirder - - - G.A.	- - -	- - -	- - -	93 18 4	- -	104 10 0
Banff, Educational Institution - - - -	*100 0 0	Oct. 22, 1836				
Bellie - - - - Par.	- - -	- - -	- - -	26 16 8	- -	130 10 0
Buckie, Free School - F.C.	- - -	- - -	- - -	57 0 0		
Cullen, Seatown - - -	31 17 3½	May 27, 1850				
Cullen - - - - F.C.	- - -	- - -	2 2 6	15 0 0	- -	13 6 8
Cullen - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Deskford - - - - F.C.	- - -	- - -	1 0 0½	73 15 10		
Downies - - - - F.C.	- - -	- - -	2 13 4½	18 0 0		
Fordyce, Industrial - G.A.	- - -	- - -	- - -	8 6 8		
Fordyce - - - - F.C.	69 0 0	Oct. 19, 1850	1 5 0½	18 0 0		
Glenrinnes - - - G.A.	- - -	- - -	- - -	48 0 0		
Macduff - - - - Par.	- - -	- - -	2 15 8			
Macduff - - - - F.C.	- - -	- - -	1 11 8	70 0 0	- -	115 0 0
Marnock, New - - F.C.	- - -	- - -	4 1 8	120 0 0	- -	171 0 0
Port Gordon - - - G.A.	- - -	- - -	- - -	10 0 0		
Portsoy - - - - G.A.	180 0 0	Dec. 17, 1842				
Protston Hill - - - Par.	- - -	- - -	- - -	58 15 0		
Rathven - - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
Rothiemay - - - F.C.	- - -	- - -	2 10 0	91 10 0	- -	52 10 0
Tomnavoulen in Glenlivat G.A.	- - -	- - -	- - -	41 15 0		

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	Amount.	Date of Payment.				
BERWICKSHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Allanton (Subscription) G.A.	- - -	- - -	- - -	15 0 0		
Birgham, District - - G.A.	- - -	- - -	- - -	34 7 6		
Boston - - - - F.C.	- - -	- - -	3 19 11½	91 10 10	- -	140 1 8
Dunse - - - - Par.	- - -	- - -	1 15 0½	63 6 8	- -	69 0 0
Earlstown - - - F.C.	- - -	- - -	2 18 1	71 10 0	- -	224 17 6
Eyemouth - - - Par.	- - -	- - -	2 15 9½	95 16 8	- -	146 0 0
Eyemouth - - - F.C.	160 0 0	Oct. 13, 1848	1 15 7½	84 15 10	- -	35 0 0
Greenlaw - - - - F.C.	74 0 0	Sept. 25, 1847	3 10 0½	90 12 6	- -	181 0 0
" - - - - "	2 10 0	Feb. 1, 1848				
" - - - - "	42 0 0	Feb. 12, 1852				
Houndwood - - - G.A.	50 0 0	Aug. 24, 1843				
Lauder - - - - Par.	- - -	- - -	- - -	89 11 8	- -	192 10 0
Leitholm - - - F.C.	- - -	- - -	- - -	53 10 0		
Nine Wells - - - G.A.	- - -	- - -	1 6 10	19 5 0		
Swinton - - - - F.C.	- - -	- - -	- - -	35 0 0	- -	186 15 0
BUTESHIRE.						
Port Bannatyne - - F.C.	- - -	- - -	- - -	5 10 0		
Rothesay - - - - G.A.	118 0 0	June 1, 1842				
Rothesay, East - - F.C.	- - -	- - -	2 4 8½	57 10 0		
Rothesay, West - - F.C.	- - -	- - -	- - -	15 0 0		
CAITHNESS-SHIRE.						
Achow - - - - F.C.	- - -	- - -	3 0 0½			
Dunn - - - - G.A.	- - -	- - -	- - -	62 18 4		
Freswick - - - G.A.	- - -	- - -	2 0 9	46 5 0		
John o'Groats - - G.A.	- - -	- - -	2 0 2½	37 10 0		
Lybster, Mixed - - F.C.	83 0 0	May 27, 1853	3 6 8½			
Newland - - - - F.C.	- - -	- - -	2 4 5			
Pulteneytown - - G.A.	*400 0 0	May 11, 1839				
Pulteneytown - - F.C.	112 0 0	Sept. 5, 1850	- - -	15 6 8	- -	118 10 0
Thurso - - - - F.C.	- - -	- - -	3 10 0½	20 0 0	- -	15 0 0
Thrumster - - - Par.	- - -	- - -	1 17 2½	- - -	- -	109 10 0
Toftingshall - - G.A.	- - -	- - -	- - -	15 0 0		
Watten - - - - F.C.	- - -	- - -	1 14 8½			
Wick - - - - F.C.	- - -	- - -	- - -	20 0 0	- -	154 10 0
CLACKMANNANSHIRE.						
Alloa - - - - G.A.	401 0 0	Feb. 19, 1848				
Alloa - - - - Epis.	- - -	- - -	2 2 9½	- - -	- -	7 10 0
Tullibody, Subscription - Par.	- - -	- - -	- - -	- - -	- -	213 10 0
DUMBARTONSHIRE.						
Alexandria - - - Par.	- - -	- - -	- - -	32 5 0	- -	31 5 0
Alexandria, Female - Par.	- - -	- - -	2 17 4			
Alexandria, Academy - G.A.	250 0 0	May 18, 1853				
Alexandria - - - F.C.	120 0 0	Jan. 24, 1852	2 0 0½	58 10 0	- -	83 0 0
Bonhill - - - - Par.	- - -	- - -	5 12 6½	42 15 0	- -	100 10 0
Cardross - - - - Par.	- - -	- - -	3 2 3½	- - -	- -	63 0 0
Cumbernauld - - - Par.	- - -	- - -	2 8 0			
Dalmonach (Privately Endowed) - G.A.	- - -	- - -	3 10 2	- - -	- -	148 10 0
Dalmuir, Subscription - G.A.	- - -	- - -	- - -	- - -	- -	83 0 0
Dumbarton - - - F.C.	112 0 0	Jan. 2, 1850	2 12 9½	72 15 0	- -	46 10 0
Dumbarton Burgh Academy	- - -	- - -	- - -	- - -	- -	47 0 0
Paifley - - - - G.A.	- - -	- - -	2 11 3½	- - -	- -	33 10 0
Helensburgh - - - G.A.	240 0 0	Nov. 28, 1842	- - -	- - -	- -	83 0 0
Helensburgh, Trinity - - - Epis.	- - -	- - -	1 10 0	13 15 0		
Jamestou, Bonhill - F.C.	- - -	- - -	4 11 9½	71 5 0	- -	91 12 8
Kilpatrick, Old - - Par.	- - -	- - -	3 15 0	- - -	- -	83 0 0
Renton (Public) - - F.C.	- - -	- - -	4 3 0½	28 6 8	- -	195 7 6
Renton, Female - - G.A.	- - -	- - -	2 0 3½			
Shandon - - - - F.C.	- - -	- - -	2 5 10	118 5 0		
Waterside, Subscription School - - - - -	- - -	- - -	2 0 0½			

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMFRIES-SHIRE.						
Annan - - - - Par.	- - -	- - -	3 16 3	- - -	- -	91 10 0
Annan, Female Infant Industrial School - - -	- - -	- - -	2 4 4	16 0 0	- -	6 13 4
Brydekirk - - - G.A.	45 0 0	Sept. 15, 1842				
Carlaverock - - - Par.	- - -	- - -	6 18 4½	- - -	- -	60 0 0
Corrie, Endowed - - G.A.	- - -	- - -	- - -	60 0 0	- -	55 4 2
Dumfries - - - - G.A.	93 0 0	Apr. 22, 1840				
Dumfries, St. Andrew's R.C.	- - -	- - -	4 1 8½	- - -	- -	166 16 8
Ecclefechan - - - F.C.	- - -	- - -	0 19 11½			
Gasstown - - - G.A.	45 0 0	Apr. 15, 1840	1 9 11½			
Gleneairn - - - F.C.	- - -	- - -	3 0 3¾	23 7 6	- -	147 0 0
Goodhope - - - G.A.	- - -	- - -	- - -	55 0 0		
Hoddam - - - G.A.	*50 0 0	Mar. 2, 1842				
Kirkmahoe - - - F.C.	- - -	- - -	2 1 8½	- - -	- -	52 1 8
Kirkpatrick, Fleming - F.C.	- - -	- - -	- - -	37 10 0		
Langholm - - - F.C.	117 0 0	Apr. 15, 1851	3 0 10½	21 0 0	- -	15 0 0
Locharbriggs - - - G.A.	50 0 0	June 24, 1840	1 10 0			
Lochmaben - - - Par.	- - -	- - -	2 15 4½	- - -	- -	32 10 0
Ruthwell - - - F.C.	- - -	- - -	1 16 8			
Troloughton - - - G.A.	30 0 0	June 6, 1840				
EDINBURGHSHIRE.						
Back of Fisherrow, - - F.C.	204 0 0	Feb. 14, 1850	3 9 4	- - -	- -	46 10 0
Balerno, Subscription - F.C.	- - -	- - -	- - -	30 0 0		
Balerno - - - - G.A.	100 0 0	Aug. 19, 1842				
Barnton, Female Industrial	- - -	- - -	- - -	60 0 0	- -	32 10 0
Bucceugh - - - Par.	*750 0 0	Aug. 3, 1839				
Calder, East, Subscription G.A.	- - -	- - -	2 4 0¾	5 0 0		
Calder West - - - Par.	- - -	- - -	3 6 5	15 0 0		
Cockpen - - - - F.C.	168 0 0	Jan. 7, 1850	5 13 3¾	67 10 0	- -	85 0 0
Coltbridge (Lord Mackenzie's) - - F.C.	103 10 0	Nov. 13, 1852	- - -	38 10 0	- -	31 17 6
Colinton and Currie - F.C.	117 0 0	Feb. 3, 1849	- - -	- - -	- -	72 10 0
Cousland - - - G.A.	150 0 0	Oct. 10, 1842				
Cousland District - - F.C.	- - -	- - -	3 6 8	9 0 0		
Cramond - - - - Par.	- - -	- - -	- - -	90 5 0	- -	47 10 0
Cramond, Davidson's Mains F.C.	124 0 0	Oct. 25, 1847	- - -	50 17 6		
Cramond, Davidson's Mains - - - G.A.	- - -	- - -	- - -	6 13 4		
Dalkeith Academy - - F.C.	248 0 0	Feb. 25, 1848	3 1 3¼	217 2 6	- -	76 0 0
Edinburgh, Advocates' Close, High - - - - F.C.	- - -	- - -	2 16 8	12 10 0		
Edinburgh, Canongate Burgh	250 0 0	July 15, 1854	9 3 4¼	58 10 0	- -	164 0 0
Edinburgh, Canongate - Sess.	*350 0 0	Nov. 26, 1836	3 11 9	- - -	- -	190 0 0
Edinburgh, Christian Society's, Male School -	- - -	- - -	1 8 6	37 10 0	- -	32 10 0
Edinburgh, Christian Society's, Female School -	- - -	- - -	1 3 6	74 0 0	- -	90 10 0
Edinburgh, Canon Mills, St. Mary's - - - - F.C.	141 15 0	Dec. 27, 1850	13 6 8½	104 13 4	- -	102 0 0
Edinburgh, Chalmers', Westport, Territorial - - F.C.	- - -	- - -	- - -	- - -	- -	373 16 8
Edinburgh, Dr. A. Thomson's - - - - F.C.	- - -	- - -	- - -	201 18 4	- -	870 0 0
Edinburgh, Fountainbridge F.C.	145 0 0	Aug. 22, 1850	- - -	79 6 8	- -	184 7 6
Edinburgh, General Assembly of Church of Scotland - -	- - -	- - -	8 11 10½			
Edinburgh, High Church Sess.	- - -	- - -	- - -	7 10 0		
Edinburgh, Holyrood - F.C.	- - -	- - -	7 7 9	5 16 8	- -	149 0 0
Edinburgh, Model - - F.C.	- - -	- - -	- - -	282 5 0	- -	1,750 14 2
Edinburgh, Model - - Sess.	- - -	- - -	- - -	53 13 4	- -	641 10 0
Edinburgh, New Grey Friars Sess.	*845 0 0	May 11, 1839				
,, - - - - ,,	254 0 0	Nov. 2, 1848				
Edinburgh, Niddry Street, Dr. Bell's - - - G.A.	- - -	- - -	9 18 7¼			

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
CROSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
h, North District F.C.	605 0 0	May 17, 1848	- - -	145 15 0	- -	681 11 8
h (Old Town) - Epis.	280 0 0	Jan. 17, 1848				
h, Original , Industrial - -	- - -	- - -	3 10 4	60 0 0		
gh, Pilrig - - F.C.	120 0 0	Aug. 1, 1846	5 0 0½	88 0 0	- -	130 10 0
gh, Pleasance rial - - - F.C.	131 0 0	July 20, 1854	6 19 11			
gh (Roxburgh - - - - F.C.	- - -	- - -	- - -	33 0 0		
gh, St. Andrew's Model - - - Epis.	- - -	- - -	- - -	17 15 0	- -	44 0 0
gh, St. Andrew's R.C.	- - -	- - -	9 11 8	53 6 8	20 16 8	509 0 0
gh, St. Catherine's R.C.	- - -	- - -	5 0 0½	7 0 0	- -	240 18 9
gh, St. Columbus Epis.	- - -	- - -	2 5 8½	- - -	- -	15 0 0
gh, St. George's, - - - - G.A.	- - -	- - -	- - -	- - -	- -	234 10 0
h, St. John's - Epis.	- - -	- - -	- - -	- - -	- -	33 0 0
h, St. Mary's - Sess.	- - -	- - -	- - -	88 10 0	- -	224 15 10
h, St. Mary's - R.C.	- - -	- - -	10 14 5½	59 3 4	- -	635 0 0
h, St. Patrick's R.C.	- - -	- - -	7 10 0½	- - -	- -	208 16 8
h, St. Paul's - F.C.	300 0 0	July 7, 1852	14 8 9½	17 6 8	- -	175 10 0
gh, St. Paul's ober's Close) - Epis.	- - -	- - -	- - -	- - -	- -	29 0 0
h, St. Stephen's G.A.	800 0 0	Mar. 26, 1836				
h, Tolbooth - Par.	*600 0 0	Dec. 29, 1838				
h, Tolbooth - Sess.	- - -	- - -	- - -	16 10 0		
h, Tolbooth, zational - - F.C.	- - -	- - -	3 0 11½	20 0 0	- -	85 0 0
h, Trinity - Epis.	- - -	- - -	2 7 4½	6 13 4	- -	15 0 0
h, United Industrial - - - - -	- - -	- - -	- - -	59 10 0	- -	238 10 0
one, Female School -	- - -	- - -	1 6 8			
e - - - F.C.	- - -	- - -	- - -	78 15 0	- -	274 8 4
e - - - G.A.	148 0 0	Sept. 2, 1848				
Green - - G.A.	80 0 0	Feb. 5, 1842				
ton - - - Par.	- - -	- - -	2 6 8	2 15 0		
e (Whiteshill y), Subscription- G.A.	- - -	- - -	- - -	93 17 6	- -	44 3 4
orth (Mariner's) F.C.	*400 0 0	May 6, 1840	- - -	87 13 4	- -	435 0 0
uth - - - F.C.	- - -	- - -	- - -	84 13 4	- -	272 5 0
. James' - - Epis.	- - -	- - -	- - -	14 6 8	- -	20 0 0
. John's - - F.C.	*550 0 0	Nov. 4, 1837	- - -	- - -	- -	366 7 6
- - - - R.C.	- - -	- - -	5 0 0	6 17 6	- -	204 2 6
toria - - - F.C.	- - -	- - -	- - -	4 2 6		
oor - - - G.A.	85 0 0	Aug. 3, 1842				
side, Original Sub- n School - - -	- - -	- - -	3 6 8	68 7 6	- -	302 6 8
ide - - - F.C.	108 15 0	Oct. 2, 1850	2 9 11½	- - -	- -	12 18 4
rgh, Ladies' - - - - G.A.	- - -	- - -	1 0 2	38 11 8	- -	122 5 0
le - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
le (Collieries) -	- - -	- - -	- - -	21 0 0	- -	63 0 0
ing - - - F.C.	- - -	- - -	- - -	70 10 0	- -	242 0 0
n - - - G.A.	*311 0 0	Oct. 2, 1839				
on - - - F.C.	300 0 0	May 29, 1849				
k - - - G.A.	188 0 0	Mar. 31, 1847	- - -	15 0 0		
o - - - F.C.	- - -	- - -	- - -	111 13 4	- -	15 0 0
d Kirknewton - F.C.	117 0 0	Oct. 11, 1850				
- - - - Par.	- - -	- - -	- - -	- - -	- -	52 10 0
ew Subscription G.A.	- - -	- - -	- - -	15 15 0	- -	32 10 0
- - - - F.C.	- - -	- - -	3 0 0½	30 0 0		
- - - - G.A.	- - -	- - -	1 3 11½	- - -	- -	15 0 0
, St. Cuthbert's - G.A.	100 0 0	Oct. 3, 1840				
" - "	15 0 0	Jan. 27, 1841				
" - "	70 0 0	Sept. 15, 1851				
- - - - G.A.	90 0 0	Jan. 24, 1853	- - -	22 10 0		
Mission - - F.C.	- - -	- - -	2 0 4			
- - - - F.C.	- - -	- - -	- - -	70 0 8		
on - - - F.C.	- - -	- - -	2 14 2	80 0 0	- -	94 15 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
ELGINSHIRE.						
Archiestown, Mixed - G.A.	101 0 0	May, 3, 1854				
Bishopmill - - - G.A.	- - -	- - -	- - -	61 10 0		
Burghead - - - F.C.	- - -	- - -	2 6 8			
Elgin - - - - -	*120 0 0	May 9, 1838				
Elgin, Infants - - - -	*150 0 0	Mar. 11, 1837				
Fochabers (Milnes'), Free G.A.	- - -	- - -	4 11 5½	- - -	- -	318 16 8
Forres (Fraser's), Female Industrial School - - G.A.	70 0 0	June 8, 1853				
Garmouth - - - F.C.	80 0 0	July 18, 1851	2 2 0			
Hopeman - - - G.A.	- - -	- - -	1 13 4½	61 17 6		
Hopeman - - - F.C.	- - -	- - -	3 4 8½			
St. Andrew, Lhanbryd - Par.	- - -	- - -	- - -	- - -	- -	8 15 0
Urquhart - - - - F.C.	- - -	- - -	3 13 3½	- - -	- -	165 0 0
FIFESHIRE.						
Andrew's, St. (Fishers'), Mixed - - - - G.A.	- - -	- - -	1 19 9	19 4 2	- -	40 0 0
Andrew's, St., Infants - G.A.	- - -	- - -	- - -	43 1 8	- -	27 10 0
Andrew's, St., Madras College - - - - -	- - -	- - -	- - -	- - -	- -	55 0 0
Anstruther, East - - F.C.	- - -	- - -	1 0 0			
Auchtermuchty - - F.C.	65 0 0	Feb. 8, 1850	4 3 4	93 0 0	- -	87 0 0
Balmerino - - - Par.	- - -	- - -	2 0 0			
Bogie, West - - - F.C.	- - -	- - -	- - -	10 0 0		
Brunton, Flisk, and Creich - F.C.	80 0 0	Oct. 15, 1849				
Burnside, Endowed - G.A.	45 10 0	Dec. 22, 1849				
Burntisland - - - Epis.	- - -	- - -	3 17 10	- - -	- -	29 0 0
Cameron - - - - Par.	- - -	- - -	1 0 0	5 10 0		
Cellardyke - - - G.A.	*110 0 0	June 3, 1840				
Ceres - - - - - Par.	- - -	- - -	- - -	38 6 8	- -	204 10 0
Colinsburgh, Subscription G.A.	95 0 0	July 2, 1845				
Collessie - - - - Par.	- - -	- - -	- - -	- - -	- -	127 0 0
Cupar (Madras Academy) G.A.	- - -	- - -	18 14 2¾	- - -	- -	702 3 4
Denhead Subscription - G.A.	67 10 0	Oct. 6, 1852	2 10 0½	- - -	- -	75 0 0
Dunbog - - - - Par.	- - -	- - -	2 1 8	- - -	- -	82 10 0
Dunfermline Abbey - - F.C.	400 0 0	Mar. 15, 1847	- - -	67 7 6	- -	280 0 0
Dunfermline, Golfdrum (M'Lean's) - - - G.A.	367 0 0	Sept. 13, 1848	- - -	83 15 0	- -	301 10 0
Dunfermline, Infants - „	200 0 0	Jan. 7, 1842				
Dunfermline, Trinity - Epis.	- - -	- - -	- - -	21 0 0		
Dysart - - Burgh & Par.	*330 0 0	Nov. 30, 1839	- - -	- - -	- -	134 0 0
„ „	140 0 0	Aug. 5, 1840				
Earsferry, Infant and Industrial - - - F.C.	78 0 0	Jan. 4, 1854				
Earlsferry, Subscription - -	- - -	- - -	- - -	47 0 0		
Elie - - - - - G.A.	- - -	- - -	- - -	58 6 8		
Falkland - - - - Par.	- - -	- - -	6 13 4½	- - -	- -	267 0 0
Ferryport on Craig, Subscription - - F.C.	65 0 0	Dec. 16, 1840	5 8 2½	- - -	- -	265 10 10
„ „ „ - „	10 0 0	Jan. 5, 1842				
„ „ „ - „	49 0 0	Feb. 16, 1853				
Forgan - - - - Par.	- - -	- - -	2 3 4			
Fruchie, Subscription - -	- - -	- - -	- - -	9 11 8		
Gilston, New, Subscription - G.A.	32 10 0	July 5, 1850	1 17 6¾	18 0 0		
Kembach - - - Par.	- - -	- - -	2 2 8	- - -	- -	15 0 0
Kennoway - - - G.A.	- - -	- - -	5 4 0½	- - -	- -	63 0 0
Kilconquhar - - - Par.	- - -	- - -	2 13 3	- - -	- -	158 1 8
Kinghorn - - - F.C.	- - -	- - -	- - -	56 13 4		
Kirkaldy, Burgh - - G.A.	- - -	- - -	- - -	- - -	- -	673 10 0
Largoward, Subscription -	- - -	- - -	- - -	25 10 0		
Leslie - - - - -	*430 0 0	Oct. 27, 1838				
Letham, Subscription - G.A.	- - -	- - -	3 7 6	69 2 6	- -	180 15 0
Letham, Lady Leven's School	- - -	- - -	1 0 0			
Leven - - - - F.C.	- - -	- - -	4 10 4½	72 10 0	- -	33 6 8
Lochgelly (Iron Work's School) - - - - -	274 0 0	Jan. 17, 1851	8 5 10	79 10 0	20 0 0	45 0 0

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	Amount.	Date of Payment.				
FIFESHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Lundin Mill, Subscription	- - -	- - - -	4 6 6			
Markinch - - - F.C.	- - -	- - - -	3 13 4	- - -	- -	2 10 0
Monans, St. - - - G.A.	125 0 0	Dec. 16, 1846				
Monimail - - - F.C.	90 0 0	Aug. 6, 1850				
Newport - - - F.C.	182 0 0	Feb. 11, 1854	4 3 4	28 17 6	- -	200 3 4
Pathhead and Sinclairtown F.C.	293 0 0	May 27, 1850	4 10 10½	- - -	- -	125 0 0
" " " "	10 0 0	May 25, 1853				
Pittlessie - - - F.C.	- - -	- - - -	2 7 7½	60 0 0	- -	85 0 0
Pittenween - - G.A.	76 0 0	July 4, 1814				
Prinlaws School - - -	- - -	- - - -	6 0 0			
Scoonie - - - Par.	- - -	- - - -	5 8 5	- - -	- -	118 10 0
Springfield - - F.C.	- - -	- - - -	- - -	- - -	- -	296 15 0
Strathkinness - - F.C.	- - -	- - - -	0 15 3	26 5 0	- -	15 0 0
Thornton - - - G.A.	180 0 0	Dec. 18, 1841				
Torryburn - - Par.	- - -	- - - -	- - -	- - -	- -	1 13 4
Wemyss, East - - F.C.	- - -	- - - -	3 15 0	73 10 0		
Wemyss - - - Par.	- - -	- - - -	2 19 11½	- - -	- -	63 0 0
FORFARSHIRE.						
Aldbar (Private School) - -	- - -	- - - -	2 17 9½	43 15 0	- -	87 10 0
Arbroath - - - - G.A.	240 0 0	Nov. 18, 1841	8 4 1½	- - -	- -	116 0 0
Arbroath (Educational Society's) - - - F.C.	- - -	- - - -	- - -	250 0 0		
Barry - - - F.C.	70 0 0	Nov. 4, 1854	1 11 2½	18 0 0		
Blacklunnans - - G.A.	- - -	- - - -	- - -	46 10 0		
Brechin, Infants - - Par.	*220 0 0	Sept. 30, 1837	- - -	118 4 4	- -	401 1 8
Brechin - - - F.C.	150 0 0	Sept. 5, 1850	- - -	63 13 4	- -	148 10 0
Broughty Ferry - F.C.	185 0 0	Sept. 6, 1849	3 18 4½	25 0 0	- -	157 16 8
Burnside of Inishewan - G.A.	90 0 0	Jan. 24, 1848				
Carnoustie - - - G.A.	120 0 0	Jan. 19, 1844				
Carnoustie - - - F.C.	- - -	- - - -	3 6 8	28 17 6	- -	103 15 0
Craigo Works - - G.A.	- - -	- - - -	- - -	- - -	- -	15 0 0
Cupar Angus - - F.C.	- - -	- - - -	2 18 2	102 2 6	- -	189 0 0
Dudhope - - - F.C.	- - -	- - - -	- - -	78 7 6	- -	149 10 0
Dundee (Chapelshade) - F.C.	- - -	- - - -	4 6 8			
Dundee, St. Peter's - F.C.	- - -	- - - -	10 14 11	160 15 0	2 5 0	489 5 10
Dundee, St. Andrew's - F.C.	- - -	- - - -	9 1 9	90 0 0	- -	285 15 10
Dundee, St. John's - F.C.	*260 0 0	Apr. 8, 1837	12 17 5½	68 0 0	- -	400 11 8
Dundee (Hill Town) - F.C.	- - -	- - - -	5 0 0	105 5 0	- -	120 17 6
Dundee, St. David's - F.C.	- - -	- - - -	- - -	45 0 0	- -	001 0 0
Dundee (Wallace Town), Juvenile - - - F.C.	- - -	- - - -	12 5 1½	52 5 0	- -	445 19 0
Dundee, St. Andrew's - G.A.	450 0 0	Apr. 15, 1842				
Dundee (Hill Town) - G.A.	900 0 0	Jan. 9, 1843				
Dundee, St. David's - G.A.	*270 0 0	June 1, 1836	6 1 2			
" " - - "	*100 0 0	Mar. 21, 1838				
" " - - "	550 0 0	Aug. 27, 1842				
Dundee (General) - - Scss.	*500 0 0	July 8, 1835	13 6 4½	188 15 10	- -	1,407 16 8
" " - - "	472 10 0	Feb. 15, 1840				
Dundee (Rosebank) - Scss.	100 0 0	Jan. 23, 1849	6 19 3½	103 10 0	- -	618 10 0
Dundee (Park Wynd) Infant	*240 0 0	June 3, 1837				
Dundee, Hunter Street, Boys and Girls - - F.C.	250 0 0	Sept. 2, 1854	6 13 4½			
Dunnichen - - - F.C.	184 16 0	Oct. 6, 1854				
Dunnichen - - - Par.	- - -	- - - -	3 6 8½	51 5 9		
Ferryden - - - G.A.	*75 0 0	Dec. 19, 1849				
" - - - "	80 0 0	May 15, 1843				
Forfar, East (Townead) Free School - - - -	200 0 0	Mar. 2, 1846	- - -	- - -	- -	160 13 4
Forfar, West, Free School -	121 0 0	Mar. 2, 1846				
Friockheim - - - F.C.	- - -	- - - -	1 9 11¼	- - -	- -	103 15 0
Friockheim - - - G.A.	*70 0 0	Dec. 14, 1839				
Greenfield, Industrial - F.C.	- - -	- - - -	- - -	- - -	- -	15 0 0
Inverbrothock - - F.C.	- - -	- - - -	- - -	75 0 0	- -	256 10 0
Inverbrothock - - Scss.	300 0 0	May 18, 1843	- - -	- - -	- -	271 18 4
Kottins - - - G.A.	- - -	- - - -	1 13 2½			
Kirkbuddo - - - F.C.	- - -	- - - -	1 16 8			

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FORFARSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Kirremuir - - - Epis.	- - -	- - -	- - -	- - -	- - -	15 0 0
Ladyloan - - - F.C.	- - -	- - -	1 13 3	74 0 10	- -	113 0 0
Liff - - - - - F.C.	132 0 0	Aug. 28, 1848				
Lochee - - - - Sess.	*130 0 0	July 11, 1838	- - -	56 7 6	- -	130 10 0
Lunanhead - - - G.A.	48 9 10	Jan. 28, 1843				
Mains - - - - Par.	- - -	- - -	- - -	75 0 0		
Monifieth - - - - Par.	- - -	- - -	3 0 0	- - -	- -	75 0 0
Monikie, Female - - F.C.	- - -	- - -	5 8 4			
Montrose (Castle Street) F.C.	207 0 0	June 5, 1848	10 12 0½			
Montrose, St. John's - F.C.	- - -	- - -	- - -	60 0 0	- -	555 15 0
Montrose, Dorward's Seminary (Upper) - -	- - -	- - -	2 18 7¾	51 10 0	- -	405 0 0
Montrose, Dorward's Seminary (Lower) - -	- - -	- - -	- - -	- - -	- -	212 10 0
Montrose - - - Sess.	382 0 0	Apr. 4, 1842	- - -	- - -	- -	172 0 0
Montrose - - - Epis.	- - -	- - -	- - -	- - -	- -	58 0 0
Montrose, St. John's - G.A.	*200 0 0	Aug. 18, 1838				
" - - - "	126 0 0	Dec. 20, 1842				
Montrose (White's), Free G.A.	- - -	- - -	4 0 10½	- - -	- -	145 0 0
Muirland - - - -	*60 0 0	Mar. 13, 1839				
Pitkennedy - - - G.A.	68 0 0	June 5, 1848				
Tealing - - - - F.C.	73 10 0	Dec. 27, 1850	1 13 4			
HADDINGTONSHIRE.						
Dunbar - - - Burgh.	- - -	- - -	- - -	30 0 0	- -	42 10 0
Dunbar (Belhaven) - F.C.	64 0 0	Mar. 31, 1853	- - -	114 13 4	- -	32 10 0
Haddington, Industrial - F.C.	- - -	- - -	2 8 3½	43 3 4		
Ormiston - - - - F.C.	- - -	- - -	3 5 0½	9 12 6	- -	32 10 0
Prestonkirk - - - F.C.	100 0 0	Sept. 17, 1849	2 6 8½	38 15 10	- -	15 0 0
Prestonpans - - - F.C.	104 0 0	May 17, 1852	- - -	69 8 4	- -	76 0 0
Tranent - - - - F.C.	72 10 0	Oct. 29, 1849	3 15 0½	20 0 0	- -	141 18 4
INVERNESS-SHIRE.						
Aigas, Subscription - G.A.	- - -	- - -	- - -	82 13 4		
Ardersier - - - - F.C.	- - -	- - -	- - -	22 10 0	- -	63 0 0
Arnisdale - - - - G.A.	- - -	- - -	1 6 8	33 0 0		
Balevanick (South Uist) G.A.	- - -	- - -	- - -	19 5 0		
Bernisdale - - - F.C.	- - -	- - -	3 6 8			
Boleskine - - - - Par.	- - -	- - -	1 7 5½	- - -	- -	63 0 0
Bunroy - - - - G.A.	- - -	- - -	- - -	- - -	- -	102 0 0
Camiscross - - - G.A.	- - -	- - -	- - -	8 19 2	- -	0 16 8
Carbost - - - - G.A.	125 0 0	Jan. 19, 1844				
Colbost - - - - G.A.	85 10 0	Feb. 10, 1853	2 16 8½	8 5 0		
Culloden - - - - F.C.	- - -	- - -	- - -	88 15 0	- -	105 10 0
Daviot - - - - F.C.	85 0 0	Apr. 23, 1849	3 1 8	98 10 0	- -	89 0 0
Dockgarroch - - G.A.	- - -	- - -	- - -	- - -	- -	37 10 0
Farraline Park (Bells) - G.A.	- - -	- - -	- - -	- - -	- -	83 10 0
Fort Augustus - - - G.A.	- - -	- - -	- - -	33 15 0		
Fortwilliam - - - F.C.	- - -	- - -	- - -	28 10 0	- -	154 10 0
Glengarry - - - G.A.	- - -	- - -	- - -	8 15 0		
Grantown, Grammar School -	- - -	- - -	- - -	35 16 8	- -	62 8 4
Inverness - - - - G.A.	*12.5 0 0	July 5, 1837				
" - - - "	87 0 0	Apr. 4, 1840				
Inverness, Model School - F.C.	626 0 0	Apr. 20, 1849	15 7 11	270 11 8	- -	737 10 0
" " - - "	23 7 8	Jan. 7, 1853				
Kilmalie - - - - Par.	- - -	- - -	- - -	87 18 4	- -	1 13 4
Kilmorack - - - Par.	- - -	- - -	2 10 0	- - -	- -	73 0 0
Kirkhill - - - - Par.	- - -	- - -	- - -	- - -	- -	1 13 4
Kirkhill - - - - F.C.	- - -	- - -	3 7 10	88 15 0	- -	89 0 0
Moy - - - - - F.C.	75 12 0	Sept. 28, 1850				
Moy - - - - - G.A.	22 0 0	May 25, 1840				
Mussady, Female - - F.C.	- - -	- - -	0 13 4¾			
Snizort by Portree - F.C.	153 0 0	Mar. 7, 1850				
Stratherrick - - - F.C.	60 0 0	Aug. 15, 1848	2 0 0	8 5 0	- -	97 14 2
Strathnairn - - - Epis.	- - -	- - -	2 5 10½	- - -	- -	15 0 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures. Amount.	Date of Payment.	Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
INCARDINESHIRE.	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
me - - - F.C.	- - -	- - -	- - -	67 10 0		
ine, St. Philip's - Epis.	- - -	- - -	2 1 8	16 10 0	- -	15 0 0
Saint - - - Par.	- - -	- - -	3 6 8½	37 10 0	- -	39 11 8
St. Straton's, wed School - - -	- - -	- - -	1 13 2½	10 0 0	- -	3 15 0
Saint, Portcus, le - - - - G.A.	- - -	- - -	1 6 8½			
Saint - - - F.C.	- - -	- - -	2 18 4½	- - -	- -	32 10 0
ithie - - - Epis.	- - -	- - -	1 10 0			
ar - - - Par.	- - -	- - -	2 1 2	- - -	- -	20 0 0
airn - - - F.C.	59 0 0	Dec. 17, 1851	- - -	15 0 0		
airn - - - Par.	- - -	- - -	2 10 0	20 18 4	- -	17 10 0
n - - - F.C.	- - -	- - -	3 18 4½	28 15 0	- -	130 10 0
ee Kirk, Congre- nal - - - F.C.	- - -	- - -	3 6 8½	67 10 0	- -	17 10 0
ee Kirk - - Epis.	- - -	- - -	1 6 1½			
ee Kirk - - Par.	- - -	- - -	4 0 0½	- - -	- -	15 0 0
aven, St. James' - Epis.	- - -	- - -	1 7 0			
aven - - - F.C.	- - -	- - -	- - -	11 6 8	- -	1 13 4
ly - - - F.C.	- - -	- - -	1 13 4½			
air - - - F.C.	- - -	- - -	1 4 8½			
INROSS-SHIRE.						
- - - - F.C.	115 0 0	Feb. 23, 1849	3 5 10	99 0 0	-	146 0 0
rgh - - - G.A.	- - -	- - -	- - -	2 6 8½		
ak - - - F.C.	- - -	- - -	2 1 9½	13 15 0	- -	100 0 0
CCUDBRIGHTSHIRE.						
cairn - - - F.C.	75 0 0	Oct. 18, 1850	1 10 8½	34 0 0		
hie - - - F.C.	78 0 0	Oct. 22, 1849	2 1 4½	75 0 0		
of Dee - - G.A.	- - -	- - -	- - -	- - -	- -	15 0 0
Douglas - - Par.	- - -	- - -	- - -	35 15 0	- -	130 10 0
Douglas - - F.C.	120 0 0	Feb. 26, 1853	- - -	40 0 0	- -	161 10 0
rn - - - G.A.	42 10 0	Nov. 30, 1846				
tie - - - F.C.	140 0 0	Dec. 11, 1854	3 8 4	- - -	- -	46 10 0
tie - - - Par.	55 0 0	July 6, 1854	4 13 11½	88 6 8	- -	205 10 0
nnan Abbey - F.C.	128 0 0	Sept. 28, 1849	1 13 4	111 0 0	- -	75 0 0
- - - - Par.	- - -	- - -	- - -	- - -	- -	46 10 0
rick, Durham - Par.	- - -	- - -	3 12 7½			
lbright, Town-end Sess.	- - -	- - -	- - -	12 10 0		
e - - - G.A.	53 0 0	Dec. 23, 1847				
ltown - Burgh Sch.	130 0 0	June 10, 1850	5 0 0½	- - -	- -	32 10 0
ltown - - F.C.	105 0 0	Aug. 27, 1849	4 15 3	46 10 0	- -	120 10 0
s - - - Par.	- - -	- - -	- - -	- - -	- -	15 0 0
LANARKSHIRE.						
m, (Sir H. Cole- e's) - - -	- - -	- - -	- - -	5 0 0		
East, Parish rard's) - - -	*150 0 0	Oct. 23, 1839				
West - - F.C.	212 0 0	June 21, 1848	- - -	122 5 0	- -	226 8 4
- - - -	17 10 0	Aug. 30, 1850				
St. Margarets R.C.	- - -	- - -	4 19 11½	- - -	- -	20 16 8
e - - - Par.	- - -	- - -	- - -	6 5 0	- -	29 0 0
- - - - G.A.	75 0 0	May 13, 1843				
arry - - - F.C.	- - -	- - -	- - -	- - -	- -	165 5 0
Works - -	- - -	- - -	5 6 8	52 1 8		
ll - - - Par.	*60 0 0	Dec. 18, 1839	- - -	11 13 4	- -	63 0 0
ll - - - F.C.	- - -	- - -	5 0 0	130 6 8	- -	276 16 8
d - - - G.A.	74 0 0	June 27, 1845				
m - - - G.A.	*600 0 0	Sept. 5, 1838				
- - - - "	*375 0 0	Sept. 7, 1839				
m - - - F.C.	220 0 0	Oct. 21, 1851	4 1 4½	- - -	- -	29 0 0
ide - - - G.A.	*225 0 0	Jan. 12, 1839				

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
LANARKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Carnbroe - - - - G.A.	380 0 0	Aug. 15, 1852				
Chapel - - - - G.A.	- - -	- - -	2 0 0			
Chryston - - - G.A.	*70 0 0	July 3, 1839				
Chryston - - - F.C.	178 0 0	July 1, 1854				
Coatbridge - - - G.A.	650 0 0	Sept. 16, 1844				
Coatbridge - - - F.C.	177 15 0	Aug. 18, 1849				
Cowcadden, Infants - G.A.	*150 0 0	Oct. 21, 1835				
Crosshills branch - - Par.	- - -	- - -	2 4 9½	12 10 10		
Finniesten, Mission - F.C.	250 0 0	Oct. 27, 1854	2 3 8			
Gartsherrie, Fourth Sch. G.A.	- - -	- - -	- - -	46 10 0		
Gartsherrie, St. George's G.A.	- - -	- - -	- - -	3 15 0		
Gartsherrie, St. James' - G.A.	- - -	- - -	- - -	81 13 4	- -	301 15 10
Gartsherrie, St. Mary's - G.A.	- - -	- - -	- - -	64 3 4		
Glasgow (Anderston) St. Mark's, - - - - Burgh	*850 0 0	Nov. 2, 1836	4 6 8	21 0 0	- -	15 0 0
Glasgow, (Anderston) St. Matthews - - - - G.A.	400 0 0	Mar. 20, 1845	6 7 7½	52 15 0	- -	623 13 4
" " - - - - "	90 0 0	Jan. 30, 1854				
Glasgow (Brownfield's), St. George's, Juvenile and Infants - - - -	*700 0 0	June 15, 1839				
Glasgow (Brownfield), Female Industrial - -	- - -	- - -	2 4 11½	91 2 6	- -	142 5 0
Glasgow, Calton, St. Luke's - - - - Sess.	*395 0 0	Apr. 7, 1838				
Glasgow (Calton), St. Mary's - - - - R.C.	- - -	- - -	7 1 8	- - -	- -	256 18 4
Glasgow (Chalmers') - Par.	*760 0 0	Oct. 3, 1840				
Glasgow, Christ Church (Mile End) - - - Epis.	*425 0 0	June 16, 1838	1 13 8½			
Glasgow (Gorbals), Youths - - - - Par.	*600 0 0	Feb. 24, 1836	13 15 8	- - -	- -	324 0 0
" " " "	200 0 0	May 15, 1847				
Glasgow (Govan), Juvenile and Infants - - - G.A.	*350 0 0	May 2, 1838				
Glasgow (Kingston Govan) G.A.	200 0 0	Aug. 31, 1842				
Glasgow (Milton) - - Par.	400 0 0	Dec. 8, 1851	4 11 11	8 5 0		
Glasgow (Milton), Industrial - - - - F.C.	- - -	- - -	- - -	15 16 8		
Glasgow, Model - - G.A.	1,000 0 0	Jan. 15, 1840	- - -	7 0 0	- -	229 6 0
Glasgow, Model - - F.C.	- - -	- - -	33 13 7	140 4 2	- -	1,771 5 0
Glasgow (Murdock's), Boys' Industrial - - - -	450 0 0	Nov. 6, 1851				
Glasgow (Old Wynd) - F.C.	350 0 0	Aug. 30, 1848	6 6 8	36 0 0		
Glasgow, St. Alphonsus' - R.C.	- - -	- - -	- - -	- - -	- -	8 6 8
Glasgow, St. Andrew's (Parish and Madras Schools)	572 5 0	July 25, 1850				
Glasgow, St. Andrew's - R.C.	- - -	- - -	8 12 10½			
Glasgow, St. David's - Par.	- - -	- - -	- - -	23 5 10	- -	57 10 0
Glasgow, St. Enoch's - Sess.	*750 0 0	June 3, 1835	12 4 9¼	- - -	- -	349 2 6
Glasgow, St. George's in the Fields - - - Sch.	*1,000 0 0	June 20, 1838				
Glasgow, St. George's - Sess.	*600 0 0	Nov. 30, 1836				
Glasgow, St. George's (Kelvin Street) - - F.C.	300 0 0	Apr. 14, 1853	8 15 0	56 16 8	14 11 8	91 11 8
Glasgow, St. George's (Renfield Street) - - F.C.	- - -	- - -	11 5 0	125 0 0	- -	768 10 0
Glasgow, St. James' - G.A.	*450 0 0	May 20, 1837				
Glasgow, St. John's (Young Street) - - G.A.	490 0 0	June 7, 1850	- - -	- - -	- -	15 0 0
Glasgow, St. John's - F.C.	- - -	- - -	12 9 11¾	34 10 0	- -	76 0 0
Glasgow, St. John's, Chalmer's Territorial - G.A.	- - -	- - -	- - -	- - -	- -	213 0 0
Glasgow, St. Jude's - - Epis.	- - -	- - -	2 7 3¾	12 7 6		
Glasgow, St. Matthew's Industrial - - - F.C.	400 0 0	Dec. 19, 1848	6 0 0	46 3 4	- -	150 0 0
Glasgow, St. Mungoe's - R.C.	- - -	- - -	8 6 0	- - -	- -	92 12 6
Glasgow, St. Mungoe's - G.A.	373 0 0	Apr. 18, 1843				
Glasgow, St. Paul's - - Par.	*660 0 0	Dec. 11, 1837	- - -	34 10 0		
Glasgow, St. Peter's - F.C.	- - -	- - -	11 13 4	94 17 6	30 0 0	559 1 8

Name and nomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
ERKSHIRE—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
St. Peter's, - - - - F.C.	- - -	- - -	4 11 8½			
St. Rollox - - G.A.	- - -	- - -	- - -	66 0 0		
The Bishop's) - Epis.	- - -	- - -	3 15 3½	7 10 0	- -	23 10 0
Tron (Bridge- - - - - F.C.	- - -	- - -	- - -	10 15 0	- -	17 14 2
- - - - Par.	- - -	- - -	1 10 10			
l - - - - G.A.	100 0 0	Dec. 18, 1841				
- - - - F.C.	- - -	- - -	- - -	- - -	- -	46 10 0
es - - - G.A.	75 0 0	June 11, 1840				
, St. John's - F.C.	*600 0 0	Oct. 6, 1838	10 11 7½	132 10 0	- -	380 6 8
(Orphan and y) - - - G.A.	150 0 0	Oct. 9, 1852				
, United - Presb.	- - -	- - -	2 13 0			
East - - Par.	- - -	- - -	- - -	70 2 6	- -	233 0 0
- - - Burgh	*250 0 0	Apr. 29, 1840	3 6 8½	35 0 0	- -	15 0 0
- - - - G.A.	- - -	- - -	- - -	16 13 4	- -	22 14 2
gow - - - F.C.	- - -	- - -	- - -	15 0 0		
- - - - G.A.	180 0 0	Sept. 13, 1851				
- - - - F.C.	246 0 0	Apr. 8, 1850	3 1 11½	28 17 6	- -	29 0 0
own, Endowed Par.	150 0 0	Aug. 7, 1841	3 19 10	65 0 0	- -	215 10 0
ds - - - Par.	- - -	- - -	- - -	- - -	- -	195 0 0
Govan) - - F.C.	173 0 0	Apr. 22, 1850	- - -	62 10 0		
- - - - G.A.	60 0 0	Nov. 28, 1840				
- - - - F.C.	- - -	- - -	- - -	7 6 8		
en - - - F.C.	201 10 0	Feb. 13, 1850	8 15 0	130 6 8	- -	293 0 0
- - - - F.C.	- - -	- - -	2 2 0½			
rn - - - R.C.	- - -	- - -	2 0 0			
se - - - F.C.	- - -	- - -	3 7 9½	16 10 0	- -	76 5 0
se - - - Par.	- - -	- - -	3 6 8			
n - - - F.C.	- - -	- - -	2 13 4			
n Avondale - G.A.	*250 0 0	Dec. 2, 1840				
one - - - G.A.	155 0 0	Oct. 4, 1845				
- - - - F.C.	280 0 0	Mar. 17, 1845	3 6 8	52 17 6	- -	48 6 8
LITHGOWSHIRE.						
l - - - F.C.	- - -	- - -	2 12 6	- - -	- -	46 5 0
- - - - G.A.	*34 0 0	Aug. 17, 1839				
- - - - Par.	- - -	- - -	5 0 0			
- - - - Par.	- - -	- - -	3 10 0	30 10 0	- -	63 0 0
ns, Subscription G.A.	- - -	- - -	3 6 1	90 5 0	- -	355 0 0
n - - - F.C.	- - -	- - -	- - -	- - -	- -	29 0 0
w - - - F.C.	127 0 0	Jan. 19, 1849	4 14 10½	78 13 4	- -	188 16 8
en - - - Par.	- - -	- - -	3 14 10½	16 10 0	- -	46 10 0
en - - - F.C.	75 0 0	Oct. 15, 1849	1 2 0			
rgh - - - G.A.	- - -	- - -	- - -	67 10 0	- -	15 0 0
NAIRNSHIRE.						
(Innes), Infants F.C	145 0 0	July 18, 1842	2 13 4½	34 6 8		
- - - - G.A.	30 0 0	Sept. 15, 1841				
- - - - F.C.	40 0 0	Dec. 15, 1849				
- - - - ,,	25 0 0	Jan. 10, 1851				
oniton) - - G.A.	*100 0 0	Mar. 31, 1837	- - -	56 10 0		
- - - - F.C.	150 0 0	Jan. 15, 1850	5 7 0½	72 16 8	- -	105 10 0
Y AND SHETLAND.						
Tobermory - - - - G.A.	120 0 0	May 18, 1847				
Female School - -	77 0 0	Jan. 23, 1849				
Westside, Westray G.A.	52 0 0	Nov. 26, 1846				
St. Andrew's - G.A.	28 0 0	Apr. 15, 1840				
- - - - F.C.	- - -	- - -	- - -	60 0 0		
, Society School F.C.	- - -	- - -	- - -	30 0 0		
s - - - F.C.	- - -	- - -	8 10 0	26 2 6	- -	15 0 0

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	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
PEEBLESSHIRE.						
Inverleithen - - - F.C.	- - -	- - -	- - -	68 8 4		
Peebles - - - - F.C.	109 0 0	July 5, 1840	2 10 0	17 13 4	- -	14 11 8
PERTHSHIRE.						
Acharn - - - - F.C.	- - -	- - -	- - -	- - -	- -	29 0 0
Aldgernaig - - - G.A.	- - -	- - -	- - -	93 10 0	- -	102 0 0
Almondbank - - - G.A.	- - -	- - -	- - -	19 10 0		
Alyth - - - - F.C.	- - -	- - -	5 11 8	- - -	- -	143 10 0
Amulree - - - - F.C.	- - -	- - -	1 0 0	86 0 0		
Blackford - - - F.C.	119 5 0	Mar. 19, 1849	1 15 5½	90 0 0	- -	15 0 0
Blair Atholl - - - Par.	- - -	- - -	3 19 11½	59 8 4	- -	144 10 0
Blair Drummond - - G.A.	- - -	- - -	- - -	26 5 0		
Blairingone - - - G.A.	115 0 0	Nov. 8, 1849				
Blairgowrie - - - Par.	- - -	- - -	7 10 0	- - -	- -	143 10 0
Blairgowrie - - - F.C.	- - -	- - -	- - -	46 15 0	- -	104 10 0
Breadalbane - - - F.C.	- - -	- - -	2 0 0½	87 3 0	- -	287 8 4
Bridge of Earn (Industrial) - - - - F.C.	50 0 0	Sept. 19, 1840	2 10 0	43 15 0	- -	259 11 8
Callander - - - F.C.	- - -	- - -	- - -	138 0 0	- -	327 12 6
Camaghowran - - G.A.	- - -	- - -	1 12 0½	28 17 6		
Comrie - - - - F.C.	- - -	- - -	- - -	- - -	- -	32 10 0
Crieff - - - - F.C.	- - -	- - -	- - -	25 0 0	- -	15 0 0
Crieff, Taylor's Institution -	- - -	- - -	- - -	- - -	- -	29 0 0
Culross, Parish and Burgh School - - - - -	- - -	- - -	3 16 10½	90 6 8	- -	218 6 8
Culross Geddes - - G.A.	- - -	- - -	5 8 2½	45 16 8	- -	96 0 0
Doune - - - - F.C.	245 1 7	Nov. 24, 1854	5 13 4	71 10 0	- -	16 13 4
Dumblane - - - F.C.	- - -	- - -	2 13 4	33 0 0	- -	23 0 0
Dumblane - - - Par.	- - -	- - -	3 9 4½	- - -	- -	63 0 0
Dunkeld (Duchess of Atholl's) School - -	- - -	- - -	2 0 0½			
Dunkeld, Royal School - G.A.	- - -	- - -	- - -	- - -	- -	209 10 0
Dunkeld, Little - - Par.	- - -	- - -	- - -	- - -	- -	32 10 0
Erroll - - - - F.C.	- - -	- - -	3 19 10½	71 13 4	- -	198 5 0
Erroll - - - - Epis.	- - -	- - -	2 12 7½	46 19 2		
Forgandenny (Path of Condie) - - - G.A.	30 0 0	Aug. 15, 1840				
Gartmore - - - F.C.	86 0 0	Oct. 10, 1848				
Gilmerton at Monzie - G.A.	*80 0 0	April 10, 1839				
Inchture - - - Par.	- - -	- - -	3 6 8½	70 0 0	- -	75 0 0
Killichonan - - G.A.	- - -	- - -	- - -	33 15 0		
Killin - - - - F.C.	- - -	- - -	- - -	27 1 8		
Kilmadock - - - Par.	- - -	- - -	- - -	- - -	- -	29 0 0
Kinbuck, Village - -	- - -	- - -	- - -	23 15 0	- -	15 0 0
Kincardine, Subscription F.C.	200 0 0	Aug. 11, 1841	- - -	36 13 4	- -	15 0 0
" " "	100 0 0	Dec. 18, 1841				
Kincardine on Forth, (Baroness Keith's) - - - -	- - -	- - -	- - -	34 5 0	- -	31 10 0
Kinfaun - - - - F.C.	- - -	- - -	- - -	12 10 0	- -	0 16 8
Kinloch - - - - G.A.	*100 0 0	Aug. 3, 1839				
Kinnaird - - - Par.	- - -	- - -	2 13 6½	74 0 0	- -	46 10 0
Lawers - - - - F.C.	- - -	- - -	- - -	- - -	- -	15 0 0
Loch Earn Head - - F.C.	- - -	- - -	- - -	35 0 0	- -	30 0 0
Logierait - - - F.C.	- - -	- - -	- - -	45 0 0	- -	72 18 4
Meickleour - - - Par.	- - -	- - -	- - -	45 5 0		
Methven, United Presbyterian -	- - -	- - -	- - -	10 0 0	- -	203 10 0
Methven - - - - F.C.	74 0 0	Nov. 27, 1848	2 9 11½	76 5 0	- -	15 0 0
Monzievaird and Strowan Par.	- - -	- - -	2 5 6½	21 10 0	- -	15 0 0
Moulin - - - - Par.	- - -	- - -	- - -	- - -	- -	102 0 0
Muthill - - - - F.C.	151 0 0	Sept. 5, 1850	- - -	- - -	- -	32 10 0
Perth, East Parish, Congregational - - - -	- - -	- - -	6 8 4			
Perth, Middle Parish - Scss.	*600 0 0	May 22, 1839	1 2 0	70 0 0	- -	369 5 0
Perth (New Row) - - N.S.	*400 0 0	July 22, 1837	- - -	25 0 0	- -	298 10 0
Perth (Watergate) - - N.S.	- - -	- - -	- - -	27 10 0	- -	352 0 0
Perth, St. Leonard's - F.C.	- - -	- - -	5 6 7½	87 10 0	- -	274 10 0
Perth, St. Ninian's - - Epis.	- - -	- - -	- - -	- - -	- -	15 0 0
Perth (West) - - - F.C.	820 0 0	Feb. 21, 1840	8 14 4½	98 0 0	- -	612 6 5
Perth (West Church) - G.A.	*500 0 0	Oct. 10, 1838				

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		Amount.	Date of Payment.				
RTHSHIRE—*cont.*		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Ladies' Subscription		*150 0 0	Nov. 18, 1837				
Stewart's), Free Trade				3 15 0½	33 6 8	- -	15 0 0
nfants - -	Par.			1 9 4½	49 3 4	- -	356 0 0
Green - -	F.C.			2 0 0	27 10 0		
- - - -	G.A.	89 0 0	Oct. 18, 1850		36 13 4	- -	97 0 0
Port of Monteith)	G.A.	*43 0 0	Feb. 2, 1839				
ongregational -	F.C.			1 8 7	11 5 0	- -	0 16 8
- - - -	F.C.	110 0 0	Dec. 17, 1849	2 3 2	100 7 6	- -	99 16 8
and - - -	F.C.	90 0 0	May 17, 1849	1 13 4	116 13 4		
ck - - -	G.A.				27 10 0	- -	15 0 0
f Callie - -	G.A.				30 0 0		
Society's -	G.A.			3 0 0½		- -	32 10 0
- - - -	Par.	33 0 0	Jan. 11, 1840				
Hask - - -	Par.			2 11 3	70 0 0		
- - - -	Par.					- -	235 0 0
(near Cupar							
- - - -	F.C.			2 4 10		- -	80 0 0
RENFREWSHIRE.							
on - - -	F.C.			2 0 0½			
Weir - -	G.A.	*375 0 0	Jan. 25, 1840				
- - - -	Par.			4 6 4¼	23 15 0	- -	124 10 0
- - - -	Par.			3 6 8			
- - - -	G.A.	*600 0 0	Jan. 28, 1837				
(Highlanders')	G.A.	550 0 0	Nov. 20, 1843				
Middle Parish	G.A.	*120 0 0	Aug. 7, 1839				
St. Andrew's -	G.A.	*190 0 0	Mar. 11, 1837				
(South Parish)	G.A.	*200 0 0	Oct. 21, 1837				
St. John's West	Epis.	*80 0 0	Aug. 14, 1839				
l, Endowed,	G.A.			3 6 8	25 6 8	- -	32 10 0
- - - -	F.C.	218 0 0	Feb. 1, 1850	5 4 1¼	106 15 0	- -	157 6 0
and Killellan -	Par.			3 7 11½	114 13 4	- -	105 10 0
an, Female -					16 5 0		
n, Subscription				2 10 0½	46 5 0		
noch - - -	Par.			3 9 2½		- -	202 3 4
- - - -	Par.					- -	158 10 0
George Street -	Sess.			1 3 4			
bbey (Dickson's)	G.A.	50 0 0	Oct. 12, 1849		33 0 0	- -	71 5 0
tevenson Street)	F.C.	216 0 0	May 4, 1848				
t. George's -	F.C.			3 5 0			
nfants - -	G.A.	150 0 0	Jan. 9, 1841				
Carbrook Street)	Sess.	*700 0 0	Aug. 20, 1836	1 8 0	24 15 0	- -	44 10 0
auseyside Street)	Sess.					- -	42 0 0
Miss Stowe's), Indus-							
- - - -		359 0 0	April 29, 1854	1 9 10½	10 0 0	- -	29 0 0
Middle Hunter							
- - - -	Par.				17 1 4		
aws - -	Burgh					- -	59 10 0
gow - - -	G.A.	400 0 0	June 26, 1841				
gow, Juvenile -	F.C.					- -	59 10 0
Female, Old	Burgh -			1 10 0	16 0 0		
- - - -	Sess.			1 3 4			
CROMARTY SHIRES.							
ale - - -	F.C.	90 0 0	Sept. 5, 1850				
t - - -	G.A.				72 10 0	- -	58 10 0
ip - - -	F.C.			1 9 11½			
- - - -	F.C.				70 0 0		
- - - -	F.C.	95 10 0	Apr. 21, 1852	3 7 11½	127 4 2		
en - - -	F.C.			2 16 10½	37 10 0	- -	63 0 0
- - -	F.C.			0 4 11½	40 0 0	- -	42 0 0
- - -	F.C.			3 6 8	70 0 0	- -	29 0 0
h - - -	F.C.	90 0 0	Jan. 13, 1849				
- - -	Epis.					- -	15 0 0

Name and Denomination of School.	Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
	Amount.	Date of Payment.				
ROSS AND CROMARTY—*cont.*	£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
Invergordon - - - F.C.	- - -	- - -	- - -	30 0 0	- -	83 0 0
Jemimaville - - - F.C.	- - -	- - -	- - -	25 0 0		
Killearnan - - - F.C.	- - -	- - -	- - -	33 0 0	- -	115 5 10
Kilmuir Easter - - Par.	- - -	- - -	- - -	87 0 0		
Kincardine - - - Par.	- - -	- - -	- - -	66 15 0	- -	187 0 0
Knockbain - - - Par.	- - -	- - -	2 12 5	33 0 0	- -	113 17 6
Logie - - - - Par.	- - -	- - -	1 9 10			
Maryburgh - - - F.C.	- - -	- - -	- - -	10 0 0		
Mossfield, Gaelic Association	- - -	- - -	- - -	40 0 0		
Muirton - - - - G.A.	- - -	- - -	1 10 0	- - -	- -	48 15 0
Pool Ewe, Agricultural School - - - -	90 0 0	Sept. 5, 1850	1 10 0			
Rosemarkie - - - F.C.	100 0 0	Dec. 8, 1854				
Roskeen - - - - F.C.	133 0 0	Oct. 28, 1847				
Stornoway - - - F.C.	159 0 0	June 14, 1852	- - -	41 5 0	- -	63 0 0
Tain, Congregational - F.C.	- - -	- - -	3 15 0	- - -	- -	55 0 0
Tarbat - - - - F.C.	- - -	- - -	3 0 8	27 10 0	- -	15 0 0
Ullapool - - - - F.C.	87 0 0	Sept. 19, 1851				
ROXBURGHSHIRE.						
Fairnington - - - G.A.	60 0 0	Jan. 21, 1848	- - -	25 10 0		
Gattonside School - -	- - -	- - -	1 16 8½			
Jedburgh, St. John's - Epis.	- - -	- - -	4 1 4			
Melrose, Congregational F.C.	- - -	- - -	3 8 4	15 0 0	- -	112 2 6
Smailholm - - - F.C.	- - -	- - -	2 10 0	23 15 0	- -	70 8 4
Yetholme, Kirk - - G.A.	80 0 0	Feb. 3, 1843	- - -	36 0 0		
Yetholm, Town, Girls - G.A.	66 0 0	Mar. 20, 1847	- - -	18 8 4		
SELKIRKSHIRE.						
Gala, Infants - - - G.A.	200 0 0	July 26, 1848				
Gala, Subscription - - G.A.	- - -	- - -	- - -	47 10 0	- -	107 0 0
Galashiels - - - Par.	- - -	- - -	- - -	- - -	- -	210 0 0
STIRLINGSHIRE.						
Alva (No. 1.) Infants - G.A.	116 10 0	Dec. 15, 1841				
Alva (No. 2.) Subscription G.A.	140 0 0	Mar. 31, 1843				
Bainsford - - - G.A.	- - -	- - -	9 15 8½	28 6 8		
Bannockburn, Subscription	- - -	- - -	- - -	14 6 8		
Bannockburn - - - F.C.	- - -	- - -	- - -	15 0 0		
Banton Kilsyth - - G.A.	40 0 0	Jan. 20, 1841				
Bridge of Allan - - F.C.	- - -	- - -	2 14 0½	- - -	- -	173 6 8
Brighton in Polmont - F.C.	144 0 0	Dec. 21, 1849	- - -	- - -	- -	74 0 0
Canonshore - - - G.A.	*190 0 0	Dec. 7, 1839				
Denny - - - - Par.	- - -	- - -	- - -	- - -	- -	182 5 0
Drymen, Industrial - - G.A.	- - -	- - -	1 4 0	10 0 0		
Dunnipace - - - F.C.	- - -	- - -	- - -	16 5 0	- -	0 16 8
Falkirk - - - - F.C.	297 16 8	Apr. 1, 1854	4 17 0½	56 16 8	- -	32 10 0
Falkirk, St. Francis' - R.C.	- - -	- - -	1 16 7¾	- - -	- -	4 3 4
Grangemouth, Subscription School - - - -	- - -	- - -	5 4 11½	21 0 0		
Haggs - - - - G.A.	*80 0 0	Nov. 1, 1837	- - -	15 0 0		
" - - - - -	33 0 0	Feb. 19, 1840				
Killearn - - - - F.C.	- - -	- - -	- - -	26 5 0		
Kilsyth, Female School -	- - -	- - -	1 1 4	32 10 0		
Larbert - - - - F.C.	130 0 0	Nov. 28, 1850				
Lennoxtown, New Subscription School - - -	*280 0 0	Dec. 7, 1839				
Logie - - - - Par.	- - -	- - -	- - -	7 10 0		
Slamannan - - - F.C.	180 0 0	Oct. 21, 1854	5 4 3	23 7 6		
Stirling, Infants - - F.C.	- - -	- - -	- - -	25 0 0		
Tillicoultry - - - F.C.	- - -	- - -	- - -	46 5 0		

Name and Denomination of School.		Grants for Building, Enlargement, Improvements, or Fixtures.		Grants for School Books and Maps.	Grants to Certificated Teachers.	Grants to Assistant Teachers.	Grants on account of Pupil-teachers.
		Amount.	Date of Payment.				
KCTHERLANDSHIRE.		£ s. d.		£ s. d.	£ s. d.	£ s. d.	£ s. d.
dale - - -	G.A.	- - -	- - -	- - -	40 0 0	- -	52 10 0
- - - -	G.A.	- - -	- - -	1 11 1	- - -	- -	32 10 0
a - - - -	Par.	- - -	- - -	1 18 9½	98 6 8	- -	110 13 4
a, Congregational -	F.C.	- - -	- - -	3 0 0	22 10 0	- -	15 0 0
ambrene - -	G.A.	- - -	- - -	- - -	18 15 0		
ech - - -	Par.	- - -	- - -	2 1 1	116 13 4	- -	84 3 4
ech - - -	F.C.	- - -	- - -	3 6 8½	22 10 0	- -	22 18 4
ne - - -	G.A.	- - -	- - -	- - -	63 5 0	- -	15 0 0
nie - - -	F.C.	- - -	- - -	- - -	15 0 0	- -	17 10 0
nie - - -	Par.	- - -	- - -	2 13 1	- - -	- -	29 0 0
man - - -	G.A.	- - -	- - -	- - -	53 0 0	- -	109 10 0
karthur - -	G.A.	- - -	- - -	- - -	50 0 0		
Gruids - -	G.A.	- - -	- - -	- - -	21 5 0		
- - -	Par.	- - -	- - -	- - -	61 5 0		
ich - - -	G.A.	- - -	- - -	- - -	12 10 0		
ay - - -	G.A.	- - -	- - -	- - -	41 0 0		
- - -	G.A.	- - -	- - -	- - -	63 16 8	- -	31 13 4
ne - - -	G.A.	- - -	- - -	- - -	42 10 0		
WIGTOWNSHIRE.							
Ryan - -	F.C.	- - -	- - -	1 0 0½	30 0 0		
h (Parish of Portrick) - -	G.A.	50 0 0	Aug. 12, 1843	2 4 0½	63 6 8	- -	15 0 0
ure - - -	Par.	- - -	- - -	- - -	- - -	- -	29 0 0
- - - -	F.C.	- - -	- - -	- - -	77 10 0	- -	46 10 0
naiden - -	F.C.	- - -	- - -	1 12 6	57 0 0		
ax - - -	G.A.	90 0 0	Jan. 24, 1846				
alt - - -	F.C.	- - -	- - -	- - -	91 19 2		
- - - -	F.C.	- - -	- - -	1 0 4	40 1 8	- -	13 6 8
racer - - -	G.A.	465 0 0	Feb. 15, 1845				
racer - - -	F.C.	138 15 0	Apr. 3, 1852	5 7 8½	82 10 0	- -	145 9 2

REPORTS ON NORMAL SCHOOLS.

Report, for the Year 1854, *on the Church of England Training Schools for Schoolmasters; by Her Majesty's Inspector of Schools, the* Rev. HENRY MOSELEY, M.A., F.R.S., Canon of Bristol.

MY LORDS,

THE number of students resident at Christmas 1854, in the fourteen training schools subject to your inspection, was 675, of whom 376 were Queen's scholars. In these numbers the fact chiefly to be noted is the large proportion of Queen's scholars. Under the operation of the Minutes of 1846, these students are steadily replacing (as was to be expected) that class which has hitherto filled the training schools. Last year they constituted 28 per cent. of the whole, and the year before 15 per cent. This year they are 55 per cent. Number of male training schools and of students.

The progress of the training schools in respect to numbers, during the last five years, is shown in the following table:—

	Year				
	1850.	1851.	1852.	1853.	1854.
Number of training schools for schoolmasters under inspection - - -	7	10	13	14	14
Number of students for whom accommodation was provided - - - -	448	511	729	855	865
Number of resident students - - -	244	350	513	489	675
Number of students who left during the year preceding the inspection - -	- -	172	192	287	364

In my report for the year 1851–2 (p. 273), I have shown that the annual number of trained masters supplied to Church schools from different institutions, recognized by the National Society, had, during the ten years terminating in June 1851, averaged 259.* In the year 1853 the supply from the training Supply and demand of trained teachers.

* Guided by the inquiry instituted by the National Society into the state of Church schools in 1846–7 (published in 1849), I assumed, in my report for

school unders inspection had already surpassed this number. In the three years 1851–2–3, it averaged 214. The new course of examination adapted to different years of the students' residence, of which I shall state the particulars in a subsequent part of this report, will, in several of the training schools, have the effect of extending the whole time of residence from one year to two. By this cause the annual supply of schoolmasters will be diminished; whilst on the other hand, by the gradual filling up of the training schools, it will be increased. Our experience up to the present time is that the supply of trained schoolmasters is not equal to the demand. Nevertheless, in the four years terminating at Christmas 1854, it averaged 5 per cent. per annum, on the 4,336 masterships of Church schools given by the Census of 1851, which is above the proportion indicated by the experience of other countries, and by the probabilities of the case, as the permanent one.* We are, in fact, in an abnormal and transitional state. New schools are every year created, and not a few of the 7,378 schools, which the Census of 1851 shows to have been then taught by mistresses, have probably since been changed into schools taught by masters.

Queen's scholars.

The number of male pupil-teachers who completed their apprenticeships in the year 1854 was 820. Of this number 303 only presented themselves as candidates for admission to the training schools as Queen's scholars, and 226 were admitted. Besides the 226 new Queen's scholarships granted at Christmas 1854, there were 277 others granted, of which the greater number were renewals of scholarships already held for one year; but some of them were given to students of one year's standing, who had not been Queen's scholars before, or even pupil-teachers. These particulars are stated, in respect to each of the training schools, in the following table:—

1851–2, the number of Church schools to be 16,198, including 3,161 dames' schools; and thence I calculated the probable number of schools taught by masters at 6,299. These numbers appear by the Census of 1851 to be too great. The Census gives 11,714 as the number of schools supported by the Church of England, exclusive of dames' schools; 4,336 as the number of those schools taught by masters; and 7,378 as the number taught by mistresses. The 259 annual vacancies on 4,336 masterships are at the rate of nearly 6 per cent. per annum.

* See Minutes of 1851–2, vol. i., p. 273.

TABLE I.

QUEEN'S SCHOLARSHIPS (MALES).

NAME OF TRAINING SCHOOL.	Number of new Candidates for Queen's Scholarships at Christmas 1854.	New Scholarships granted.		Scholarships renewed and granted to Students of Second Year.		Grant payable for Scholarships in 1855.
		First Class.	Second Class.	First Class.	Second Class.	
						£
Battersea	47	22	16	26	25	2,020
Caermarthen	4	-	2	3	2	155
Caernarvon	5	-	4	-	-	80
Chelsea, St. Mark's	19	6	6	5	14	675
Cheltenham	31	11	16	23	33	1,830
Chester	20	2	9	5	2	305
Chichester	7	1	3	1	4	190
Culham	3	-	2	6	15	490
Durham	6	3	2	5	9	420
Exeter	14	3	6	7	8	530
Kneller Hall	10	5	4	-	-	205
Highbury	15	5	9	9	16	850
Saltley	12	3	7	3	5	390
Winchester	10	4	6	-	2	260
York	20	2	11	2	13	580
Borough Road (British)	36	10	19	4	4	810
Westminster (Wesleyan)	38	4	18	13	9	965
Hammersmith (Roman Catholic)	6	2	3	1	-	135
TOTAL	303	83	143	113	161	10,080

Tables containing statistics of training schools.

I have collected from the annual returns made to me by the different training schools, the particulars recorded in the following tables. They have reference, 1st, to the numbers of students composing those institutions severally, and the times of their residence; 2ndly, to their expenditure; 3rdly, to their income. Heretofore such returns have had reference to years terminating at different periods. In my present report they have reference (with two exceptions) to the year terminating at Christmas 1854.

TABLE II.—NUMBER of STUDENTS, &c. in each MALE TRAINING SCHOOL.

NAME OF THE COLLEGE.	Date of Establishment.	Total Number of Students trained since it was established.	Number for whom Accommodation is provided.	Number resident at Christmas 1854, including Queen's Scholars.	Number of Queen's Scholars resident at Christmas 1854.	Per-centage of Queen's Scholars on total number of resident Students.	Number of Students who entered during preceding year.	Number of Students who left during preceding year.	Average time of Residence of Students who left during year preceding.	Queen's Scholarships at Christmas 1854.					Amount of public Grant on account of Certificates and Queen's Scholarships at Christmas 1854.	Fee paid annually by each Student.	Duration of annual Vacations in Weeks.
										Number of Candidates.	1st Year.		2nd Year.				
											1st Class.	2nd Class.	1st Class.	2nd Class.			
									Yr. Mo.						£	£	
Battersea - - -	1840	607	103	103	67	65·04	62	54†	1 5·66	47	22	16	26	23	2,020	25	12
Caernarvon - - -	1844	130	- -	27	- -	- -	18	9	1 5·66	5	0	4	0	0	80	- -	9
Caermarthen - - -	1848	- -	60	32	15	46·87	15	29	1 8·5	4	0	2	3	1	155	21	10
Chelsea, St. Mark's - -	1841	222	110	73	31	42·46	33	30	2 6·13	19	6	6	5	14	675	25	11or12
Cheltenham - - -	1847	249	100	107	71	66·	64	67†	1 4·25	31	11	16	23	33	1,830	25*l.* 1st yr. 20*l.*2nd yr.	10
Chester - - -	1839	355	70	23	13	56·52	22	15	1 5·4	20	2	9	5	2	395	25	10
*Chichester - - -	1840	68	26	18	12	66·6	15	10	- -	7	1	3	1	4	190	20	11
Durham - - -	1841	110	33	30	16	53·3	19	11	1 10·5	6	3	2	5	9	420	18	12
Exeter - - -	1840	- -	45	39	19	48·72	21	15	2 0·6	14	3	6	7	8	530	18*l.* or 20*l.*	11
Highbury (Metropolitan) -	1850	70	70	64	29	45·31	39	31	1 6·3	15	5	9	9	16	850	25*l.* 1st yr. 20*l.*2nd yr.	9
Oxford - - -	1853	78	100	56	30	53·57	32	40	1 2·9	3	0	2	6	15	490	22	12
Winchester - - -	1840	175	33	18	10	55·55	16	19	1 4·2	10	4	6	0	2	260	23	10
*Worcester - - -	1852	5	60	33	27	81·82	13	24	1 10·6	12	3	7	3	5	390	23	—
York and Ripon - -	1841	328	55	52	36	69	37	19	1 7·61	20	2	11	2	13	580	25	9
TOTAL - -	- -	2,397	865	675	376	55·7	426	364	1 ·6	213	62	99	93	148	8,865	—	—

* These colleges have given the numbers of students resident at Midsummer 1854. † Left during the year 1853.

TABLE III.—AVERAGE TIME of RESIDENCE of STUDENTS.

NAME OF THE COLLEGE.	Number of Students who at Christmas 1854 had resided in the several Training Schools respectively.					
	1 year.	1½ years.	2 years.	2½ years.	3 years.	Total who had resided 1 year and upwards.
Battersea	62	2	32	0	4	100
Caernarvon	8	3	4	0	0	15
Caermarthen	9	6	7	2	1	25
Chelsea, St. Mark's	29	1	24	0	8	62
Cheltenham	67	11	0	0	0	78
Chester	9	4	7	1	0	21
Chichester	2	1	0	0	0	3
Durham	14	2	6	1	0	23
Exeter	21		7	1	2	33
Highbury	34	13	11	0	0	58
Oxford	21	5	21	0	0	47
Winchester	13	1	3	0	1	18
Worcester	12	2	16	2	0	32
York and Ripon	30	4	11	0	1	46
TOTAL	331	57	149	7	17	561

Table IV.—Total Ordinary Expenditure.

College.	Average number of Students.	Number of Masters: Constantly employed.	Number of Masters: Occasionally employed.	Tuition.	Cost of supporting Model or Practising Schools.	Board of Masters.	Board of Students and Servants.	Washing of Masters, Students, and Servants.	Wages of Servants.	Fuel and Lights.	Other House-keeping Expenses.	Medical Attendance.	Clothing.
				£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Battersea - - -	103	5	3	1,205 0 0	70 0 0	210 9 6	1,940 6 9	331 17 10	169 4 11½	197 6 7	75 2 4½	50 0 0	—
Caernarvon - -	27	3	2	305 0 0	- - -	- - -	172*l.* 17*s.* 6*d.*						—
Caermarthen - -	31	3	2	615 0 0	25 0 0	567 10 0	824*l.* 10*s.* 3*d.*					21 4 0	—
Chelsea, St. Mark's -	73	6	4	1,300 10 0	134 0 3	1,807*l.* 13*s.* 5*d.*		218 9 6	208 3 7	408 3 9	379 3 11	82 9 5	—
Cheltenham - -	77	7	1	1,398 1 0	30 0 0	1,022*l.* 18*s.* 8½*d.*		45 0 6	96 19 0	127 5 0	—	—	—
Chester - - -	28	7	3	565 1 6	126 0 10		571*l.* 9*s.* 4*d.*				- - -	7 6 0	1 15 0
Chichester - -	18	2	3	327 2 0	- - -	469*l.* 14*s.* 6¾*d.*		45 8 10½	40 0 0	34 18 0	15 1 11½	3 14 6	—
Durham - - -	28	2	4	372 8 0	- - -	367*l.* 15*s.* 7½*d.*		74 6 0½	33 8 2	30 11 6	48 2 6	7 16 10	—
Exeter - - -	39	3	3	280 17 4	125 0 0	683*l.* 11*s.* 5*d.*		77 8 5	47 2 9	93 17 3	193 5 2	7 5 7	—
Highbury (Metropolitan)	62	5	5	993 9 0	347 9 7	40 0 0	1,059 11 6	67 12 2	114 7 2	126 9 0	45 15 4	20 0 4	—
Oxford - - -	56	4	1	590 0 0	- - -	1,536*l.* 5*s.* 0*d.*						10 10 0	—
Winchester - -	23	2	4	380 0 0	- - -	33 16 0	489*l.* 3*s.* 6*d.*					8 10 0	—
Worcester - - -	28	4	2	528 16 8	94 15 2	688*l.* 7*s.* 5*d.*		- - -	87 19 2	97 5 2	31 0 10	—	—
York and Ripon - -	52	6	0	840 0 0	- - -	118 10 0	829 19 2	- - -	88 0 0	102 15 11	69 18 0	24 7 6	—
Total - -	645	59	37	9,731 5 6	952 5 10	17,431*l.* 14*s.* 4*d.*							1 15 0

The masters of the model schools are included amongst those constantly employed.

TABLE IV.—Total Ordinary Expenditure—*continued.*

COLLEGE.	Books, Printing, Apparatus, Stationery, Postages, &c.	Rent, Rates, Taxes, and Insurance.	Garden, Farm-house, &c.	Other current Expenses not before included.	Total current Expenditure.	Period at which year terminates to which preceding calculations refer.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Battersea	187 14 4	447 12 4	95 0 3	211 5 8	5,197 0 7	Christmas 1854.
Caernarvon	93 2 4	32 16 8	- - -	89 17 6	694 14 9	Christmas 1854.
Caermarthen	64 2 10½	32 4 1	- - -	89 12 8	2,269 3 10½	Christmas 1854.
Chelsea, St. Mark's	278 16 2	189 14 4	69 16 7	29 9 11	5,106 10 10	Christmas 1854.
Cheltenham	145 11 8	118 10 0	41 17 7	- - -	3,026 3 5½	December 31, 1854.
Chester	21 4 8	28 14 0	7 0 0	84 4 8	1,412 16 0	December 1854.
Chichester	17 15 0	36 19 3	7 15 0½	- - -	938 9 2½	—
Durham	58 16 10	42 4 9	21 18 0	13 11 7	1,070 19 10	Christmas 1854.
Exeter	119 9 5	76 13 8	- - -	35 0 0	1,739 11 0	Christmas 1854.
Highbury (Metropolitan)	155 9 11	45 3 2	11 2 11	267 8 11	3,284 19 0	March 31, 1854.
Oxford	80 0 0	41 6 2	- - -	86 12 10	2,344 13 0	Christmas 1854.
Winchester	15 0 0	- - -	14 0 0	24 1 5	964 10 11	Midsummer 1854.
Worcester	139 16 6	37 18 10	26 8 2	168 16 4	1,901 4 3	June 30, 1854.
York and Ripon	117 8 0	106 12 0	14 9 0	65 15 11	2,372 15 6	Christmas 1854.
TOTAL	1,494 7 8½	1,237 9 3	309 7 6½	1,145 17 5	32,323 12 2½	

Table V.—Average Expenditure.

College.	Number of Students on whom Average is estimated.	Average Number of Students to each Master. Constantly employed.	Average Number of Students to each Master. Occasionally employed.	Average Salary per Master. £ s. d.	Average Cost of Tuition per Student. £ s. d.	Average Cost of Board per Master. £ s. d.	Average Cost of Board for each Student and Servant. £ s. d.	Average Cost of Washing for each Master, Student, and Servant. £ s. d.	Average Wages of each Servant. £ s. d.	Average Cost of Fuel and Light per Student. £ s. d.	Average amount per Student of other Housekeeping Expenses. £ s. d.	Average Cost of Medical Attendance per Student. s. d.	Average Cost of Clothing per Student. s. d.	Average Cost of Books, Postages, Printing, Stationery, Apparatus, &c., per Student. £ s. d.	Average Amount per Student of other expenses not before cluded. £ s. d.	Average Total Expenditure per Student. £ s. d.
Battersea - -	103	20	34	150 12 6	11 13 11½	30 1 1½	18 17 11¼	3 4 5½	21 3 1½	1 18 3¼	0 14 7	9 8½	-	1 16 5½	11 13 6¾	50 9 1¾
Caernarvon -	27	9	13	61 0 0	15 5 11	- - -	6*l.* 8*s.* 0½*d.*						-	3 8 11¾	4 11 7½	25 14 6¾
Caermarthen -	31	10	15	129 0 0	20 6 1½	113 10 0			26 11 11½			13 8	-	2 1 4½	22 14 4	72 17 5½
Chelsea, St. Mark's	73	12	18	130 1 0	17 16 3½	24 15 3		2 19 8½	23 2 7½	5 11 9¾	5 3 10½	22 7	-	3 16 4½	8 12 11½	69 18 10
Cheltenham -	77	11	77	174 15 1½	18 3 1¼	13 5 8½		0 11 8½	13 17 0	1 13 0½	0 0 0	- -	-	1 17 9½	3 14 6¾	39 5 10¾
Chester - -	28	4	9	56 10 1½	20 3 7½			20 8 2¼			0 0 0	4 7	1 3	0 15 2	8 15 8½	50 8 5½
Chichester -	18	9	6	65 8 4½	18 3 5½	22 15 3		2 10 5¼	10 0 0	1 18 9½	0 16 9¼	4 1½	-	0 19 8½	4 10 1½	52 2 8
Durham - -	28	14	7	62 1 4	13 6 0	13 2 8½		2 13 0¾	11 2 8½	1 1 10½	1 14 4½	5 7½	-	2 2 0½	3 19 4½	38 5 0
Exeter - -	39	13	13	46 16 2½	7 4 0½	17 10 6¾		1 19 8½	11 15 8¾	2 8 1½	4 19 1½	3 8½	-	3 1 3½	7 5 6½	44 12 0¾
Highbury (Metropolitan.)*	62	12	12	99 6 10¾	16 0 5¼	20 0 0	16 18 10¾	1 1 9½	22 17 5½	2 0 9½	0 14 9	6 5½	-	2 10 1¾	13 6 3¾	52 19 7¾
Oxford -	56	14	56	118 0 0	10 10 8½		27*l.* 8*s.* 7¾*d.*					3 9	-	1 8 6¾	2 5 8½	41 17 4
Winchester -	23	11	6	63 6 8	16 10 5	33 16 0			21 5 4½			7 4½	-	0 13 0¾	3 2 6	41 18 8½
Worcester - -	28	7	14	88 2 9½	18 17 8¾	24 11 8¾		0 0 0	14 13 2¼	3 9 5¾	1 2 2	- -	-	4 19 10½	14 17 0¾	67 18 0¾
York and Ripon	52	9	0	140 0 0	16 3 0¾	22 14 0	15 19 2¾	- - -	12 11 5	1 19 6¼	1 6 10	9 4½	-	2 5 1¾	7 9 4¾	45 12 6
Total -	645	11	17	101 7 4	13 1 9	27*l.* 0*s.* 6¼*d.*							0 0½	2 6 4	5 13 5¾	50 2 3

* The cost of the Model School to the Institution is only 24*l.* 9*s.* 7*d.*, as the scholars' fees amount to 323*l.* But last year, in the Minutes of the Committee of Council (vol. i, page 428), the gross cost was included in the average *cost of students'* maintenance, giving 6*l.* per head too much.

Table VI.—Extraordinary Expenditure.

Name of College.	Expenditure for additional Building, or for Enlargement of existing Buildings.	Other Expenses, not being Current Expenses.	Total Extraordinary Expenditure.	Remarks on preceding items.
	£ s. d.	£ s. d.	£ s. d.	
Battersea	460 18 9 (a)	126 3 0 (b)	587 1 9	(a) This sum includes 242*l.* 18*s.* 11*d.* towards the cost of the laboratory and new class room, and 96*l.* for new drainage.
Caermarthen	—	—	—	(b) Exhibitions and gratuities.
Caernarvon	*72 0 0	- - -	72 0 0	
Chelsea, St. Mark's	5,235 2 2	167 6 10	5,402 9 0	
Cheltenham	300 0 0	449 15 1½ 25 0 0	774 15 1½	
Chester	93 18 4	- - -	93 18 4	
Chichester	—	—	—	
Durham	730 9 1	134 3 6 (e)	865 12 7	(e) Furniture, extra books, &c.
Exeter	7,840 0 0 (f)	863 11 4	8,703 11 4	(f) New building, and three acres of land.
Highbury	895 14 3 (g)	317 8 4 (h)	1,213 2 7	(g) Class room for model school.
	600*l.* 0*s.* 0*d.*			(h) Piece of land for site of new lecture room, &c.
Oxford			600 0 0	
Winchester	- - -	113 19 7	113 19 7	
Worcester	369 17 0	- - -	369 17 0	
York and Ripon	—	—	—	
Total	18,895*l.* 7*s.* 3½*d.*		18,796 7 3½	

* This sum of 72*l.* should be deducted from the annual expenditure.

TABLE VII.—INCOME.

NAME of COLLEGE.	Endowment.	Amount of annual Subscriptions or Donations specially for use of Training School.	Grants from Diocesan Boards of Education, or other public Bodies, not including Fees of Students.	Fees of Students paid by themselves or their Relatives.	Fees of Students paid by private Patrons.	Government Exhibitions for Queen's Scholars in year 1853.	Government Grants in respect to Students examined Christmas 1853.	By Exhibitions founded by Diocesan Boards, or other public Bodies, not including those paid out of Funds of Training School.	By Exhibitions founded by private Patrons.	By Collections made in Churches for general purposes of School.	By Contributions to Building Fund.	By Fees of Model School in practising.	By Income arising from other Sources.	Total Income.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Batterses -	29 2 6	798 16 0	1,000 0 0	558 0 0	- - -	1,550 0 0	1,490 0 0	- - -	- - -	- - -	- - -	- - -	- - -	5,425 18 6
Carmarthen -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Caernarvon -	- - -	127 0 6	350 0 0	- - -	- - -	- - -	180 0 0	- - -	- - -	- - -	- - -	- - -	- - -	657 0 6
Chelsea, St. Mark's.	- - -	241 10 3	2,950 0 0	622 10 2	700 0 0	- - -	955 0 0	- - -	- - -	15 12 6	- - -	- - -	47 15 0	5,535 8 3
Cheltenham -	- - -	{467 0 0 / 509 0 0}	- - -	1,089 17 10	- - -	- - -	- - -	- - -	- - -	- - -	220 0 0	- - -	- - -	2,345 17 10
Chester -	- - -	- - -	104 13 6	315 12 6	306 5 0	420 0 0	34 7 6	12 10 0	- - -	- - -	301 15 4	67 19 3	14 0 0	1,577 3 1
Chichester -	- - -	367 18 5	- - -	173 13 0	260 0 0	185 0 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	986 11 5
Durham -	- - -	410 2 4	25 0 0	183 3 4	288 0 0	305 0 0	- - -	4 0 0	- - -	- - -	560 0 0	- - -	17 4 3	1,832 9 11
Exeter -	- - -	429 17 6	100 14 10	307 16 6	403 15 0	485 0 0	- - -	- - -	- - -	- - -	9,559 1 2	- - -	111 4 0	11,403 9 0
Highbury -	- - -	2,297 15 6	- - -	556 10 0	278 15 0	305 0 0	- - -	20 0 0	188 0 5	- - -	- - -	333 0 0	235 15 2	4,251 18 9
Oxford -	- - -	- - -	1,250 0 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,250 0 9
Winchester -	- - -	399 17 0	- - -	228 13 6	28 0 0	235 0 0	- - -	- - -	- - -	- - -	- - -	- - -	- - -	1,149 0 6
Worcester -	- - -	338 15 0	- - -	35 10 0	470 10 0	390 0 0	70 0 0	19 5 0	- - -	- - -	318 8 0	84 6 0	44 10 0	1,772 4 0
York & Ripon -	- - -	- - -	417 1 9	200 10 0	790 0 0	495 0 0	112 10 0	- - -	- - -	- - -	- - -	26 14 0	271 10 0	2,272 15 6
TOTAL -	29 2 6	7,547 13 6	6,303 10 1	4,505 19 6	5,223 15 0	5,515 0 0	210 17 6	55 15 0	113 12 11	10,934 4 6	562 0 0	743 7 11	40,879 17 3

The total current expenditure of the 14 training schools for the year 1854 was 32,323*l.* 12*s.* 2¼*d.*; and the average number of students resident in them was 645; so that the average cost per student was 50*l.* 2*s.* 3*d.*, of which sum 15*l.* 1*s.* 9*d.* was for tuition, and 35*l.* 0*s.* 6*d.* for board and other household expenses. In the following table are stated the averages similarly taken in the three preceding years:— Expenditure of male training schools.

Year.	Average Annual Cost per Student.		
	Tuition.	Board and other current Expenses.	Total.
	£ s. d.	£ s. d.	£ s. d.
1851	19 18 4	35 9 8	55 8 0
1852	15 15 1	31 14 11	47 10 0
1853	15 10 3½	33 7 0½	48 17 4½
1854	15 1 9	35 0 6	50 2 3

There are remarkable differences in the cost of board and in other household expenses, which I can only attribute to differences in the discretion with which the domestic affairs of different institutions are managed. The extraordinary expenditure for the year amounts to 18,796*l.* 7*s.* 3½*d.*, and includes the cost (8,703*l.* 11*s.* 4*d.*) of erecting entirely new buildings for the Exeter Training School, together with the purchase of a site; and also the cost (5,402*l.* 9*s.* 9*d.*) of greatly enlarging and extending St. Mark's College. The other items of expense under this head are for erecting a new class-room and extending the practising schools at Highbury; for erecting new practising schools at Cheltenham; for enlarging the buildings of the training school at Durham; and for erecting a laboratory at Battersea.

The total income for 1854 was 40,579*l.* 17*s.* 3*d.*; of which sum 10,954*l.* 4*s.* 6*d.* was contributed for buildings, leaving 29,625*l.* 12*s.* 9*d.* as the current income of the year. Of the last-mentioned sum 10,808*l.* 15*s.* was contributed, for Queen's scholarships and certificates, from the funds at your Lordships' disposal; 13,310*l.* 18*s.* 3*d.* by voluntary contributions from various sources; and 5,505*l.* 19*s.* 6*d.* from the fees of students. The following table gives similar particulars with reference to the two preceding years:— Income of male training schools.

Year.	Number of Training Schools included in Returns.	Number of Students.	Current Income.			
			Government grants for Queen's Scholarships and Certificates.	Fees of Students.	Voluntary Contributions	Total.
			£ s. d.	£ s. d.	£ s. d.	£ s. d.
1851	9	350	1,976 5 0	5,791 9 0	11,475 16 6	19,243 10 6
1852	12	468	4,685 0 0	6,752 13 0	12,028 10 0	23,466 3 0
1853	13	518	6,390 13 4	6,613 18 3	12,605 18 5	25,611 0 0
1854	14	645	10,080 15 0	5,505 19 6	13,310 18 3	29,625 12 9

Course of examination prescribed for students.

The principle on which your inspection of training schools was undertaken—and which has always been adhered to—was (within the limits which your administration of a Parliamentary grant for the promotion of elementary education necessarily imposes) to recognize in the studies of those institutions whatever subjects might be deemed by their promoters expedient to be taught, and in your examinations to give their students credit for whatever positive and definite attainments in knowledge they might afford evidence of, without interpreting stringently the condition that such knowledge should form part of the professional education of an elementary teacher. The education of the teacher is indeed seen from so many different points of view, and under so many aspects, that it would have been difficult,—I believe impossible,—to obtain any general concurrence in such a condition. It thus became necessary, in the examination of these institutions, to set questions in a great variety of subjects. A separate examination was, moreover, required to be made of every training school, so long as the course of instruction in each differed essentially from that of every other. As, however, elementary education began to be better understood, a more general concurrence as to the subjects proper to be taught in training schools began to establish itself; and when, by a great increase in the number of training schools, and by the additional labour and responsibility which the Minutes of 1846 threw upon the examination of them, it was no longer possible to examine them separately, the subjects of instruction had become so far alike that it was no longer impossible to extend the same examination to all. There was still, however, this difficulty in such examinations, that, although nearly the same subjects were studied in all the training schools, there was no common *course* of study. The subjects of study were not pursued in the same order or sequence as to time, so that it was impossible to set certain questions to be answered by students of the first year, and others by those of the second or the third. Questions for all were therefore included in one paper, and the student who remained a second or a third year in the training school had, in each successive year, questions in the same subjects placed before him, and of the same difficulty* as in the first year. It was found that an examination could not be constructed on this basis, which did not practically compel the reading over again every year of all that had been taught, and the reproduction of it at every examination; so that the training schools were interdicted by it from taking certain of the subjects of instruction in one year of the residence of the

Questions required to be set in a great variety of subjects.

Same questions required to be set to students in different years of residence.

No course of study adapted to different years of residence practicable in a training school under those circumstances.

* There were, however, degrees of difficulty in the questions which were divided into sections, each containing three questions graduated in this respect, from which the student made his selection of one, and one only.

students, and others in the next, or certain portions of the same subject in one, and others in the next year. Nothing could tend to maintain that character for superficial but multifarious knowledge, which is the opprobium of the teacher, more than such a system. Adopted as a means of fulfilling your Lordships' wish not by your examinations to interfere, however slightly, with the course of instruction pursued in any training school, it resulted in an interference prejudicial to the interests of all.

Examinations altered by direction of Earl Granville, so as to follow a course of reading to be pursued in successive years of residence.

It having at length become probable, by reason of the gradual assimilation which had been going on in the teaching of the different schools, and by the more general concurrence in your Lordships' measures which had arisen, that some general agreement as to a common course of examination might be arrived at, I was instructed by Earl Granville, in the early part of last year, to draw out such a course, to be laid before the committees of the different training schools and their officers, for their approval. It was accordingly printed in proof, and copies were sent to these gentlemen, with the request that they would insert in the margin such alterations as seemed to them desirable. The alterations so suggested were neither numerous nor important, nor were they so far opposed to one another as to render impracticable the adoption (substantially) of the most important of them, and their union in the same scheme. The course thus agreed upon—and in accordance with which the examinations at Christmas 1854 were conducted—will be found in the same volume with this report.* The principal difficulty to be overcome lay in the fact that, whilst some, indeed the majority, of the training schools had been accustomed to keep their students but one year, others kept them three years.† A course of examination could not but tend to establish uniformity in this respect. It is probable that the course which your Lordships have adopted, and which the training schools have cordially received, will cause two years to be the general time of residence of the students.

General concurrence in new course of examination, and adoption of two years, as ordinary period of training.

Opening of Queen's scholarships to other than pupil-teachers.

By your circular of the 15th of November 1854, it is provided that, whereas Queen's scholarships have heretofore been offered exclusively as prizes to pupil-teachers, it shall hereafter be competent to the authorities of training schools to nominate as candidates for such scholarships students of one year's standing, and not less than twenty years of age, who may not have been pupil-teachers. Thus, a way to the highest grade in the office of the teacher, which the Minutes of 1846 seemed to close up, is re-opened to that deserving class of persons who

* Vide supra, page 14.

† It was remarkable that no training school prescribed for its students a residence of two years.

have always sought it (although far less in number than was desirable) from a love of knowledge and a natural adaptation to the work of the teacher. This class of men* has heretofore supplied the best and the most dedicated of our teachers, and I have no doubt that, with that energy of character and strength of purpose which give advantages to self-taught men in other occupations of life, these will always maintain a vigorous and, to my mind, a very useful competition with the more regularly educated teachers created by your Minutes of 1846.

Examination at Christmas 1854.

I have now to record the results of the examination at Christmas 1854, conducted under these new circumstances. It was on a larger scale, I believe, than any other examination before held in this country. The whole number of persons examined, of both sexes, was 2,239, of whom 1,723 were candidates for certificates, and 516 for Queen's scholarships. The former included, with the students of training schools, the teachers also of schools. The examination for certificates began on the 11th of December, and lasted a week. That for Queen's scholarships began on the 19th of December, and lasted three days. The questions proposed to the candidates will

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* In adverting to this deserving body, I cannot but bear a public testimony to one, the success of whose efforts in their cause is not less worthy of observation than the generous spirit of perseverance and self-sacrifice with which he has laboured for them. During the eleven years that I have inspected the great training schools of Battersea and St. Mark's, when any student of more than ordinary intelligence and promise has presented himself to my notice, I have expected to hear that he came from Leicester, and that he had been sent to the college by the Honorary Secretary of the Leicester Archidiaconal Board of Education. For years past that gentleman has been accustomed to select such young persons, employed in the manufactures of Leicester and its neighbourhood, as appeared to him to be well adapted to advance the cause of education, and to devote himself to their instruction. These young persons have, further, in various instances which have come to my knowledge, been aided from his private means in completing their education in the training schools. I quote the following passage from the comments of the editor of a provincial newspaper (Leicester Advertiser, January 13, 1855) on the report of a meeting at which fifty of his old pupils presented to him a well-merited memorial of their gratitude and esteem :—

"For years past has he devoted his whole soul to the furtherance of education amongst the humbler classes—education which shall improve their moral condition as well as their intellectual faculties—which shall give them sound religious principles to guide them at times when all other resources have failed. Not only has he laboured arduously in diffusing such principles, but he has devoted his best energies to the preparation of others for this task. We believe that hundreds of young men and women whom he has thus prepared have gone forth into country towns and villages to impart, in their turns, the knowledge they have received, and inculcate by example, as well as precept, the principles which they have been led to adopt for their guidance through life. Morning, afternoon, and evening, may this indefatigable gentleman be found surrounded *in his little old study* with young men lnd women who are now in training for the discharge of similar duties. Such labours would be highly honourable to any one receiving liberal salary. What, then, shall we say of them performed without *pecuniary reward either directly or indirectly from any quarter whatever?*"

Mr. Fry's training school is not under inspection, and I fear that he will scarcely *pardon me* for this intrusion on it.

be found under the Minute of 20 August 1853, reprinted at the commencement of the Minutes of 1854–5. The number of exercises worked by the candidates for certificates was 22,221, and by the candidates for scholarships 2,977, making a total of 25,198. These 25,198 papers, having been collected at the Council Office, were distributed among the Inspectors; all those on the same subject being assigned to one Inspector. Each paper having been examined by an Inspector, his estimate of it was recorded by marks signifying excellent, good, fair, moderate, indifferent, failure; and from the Inspectors the papers were again collected at the Council Office, where numbers corresponding to these several degrees of merit were assigned to them severally, and they were then tabulated by the examiners; and by the sum of such numbers, taken in respect to each candidate, it was determined whether a certificate or scholarship should be awarded to him; and, if so, of what class and division. This work was completed, in respect to the Queen's scholars, on the 11th of January; time being thereby afforded to the successful candidates to arrange for their admission to the training schools after the Christmas vacation. In respect to the candidates for certificates, it was completed on the 23rd of February. The number of awards was as follows:—

Scholarships, new (among 516 candidates) - - -	398
„ renewed to students of one year - -	427
Certificates - - - - -	1,189

That in the interests of the public service no precaution should be neglected which would give confidence to the results of such an examination will readily be admitted. It involves pecuniary liabilities to a great amount. The following charges upon the Parliamentary grant administered by your Lordships were created by the examination.

	£	s.	d.
For scholarships in 1855 - - - - - - - - -	15,871	13	4
For grants to training schools consequent on certificates gained conditionally by their students, payable at Christmas 1854 - - - - - - - - - - -	11,955	17	9
For augmentations of salary payable conditionally to teachers on whom it confers certificates, an annual charge of - - - - - - - - - - - -	17,835	0	0
Total - - - -	£45,662	11	1

The following Tables contain the general results of the examination, so arranged as to show the proficiency, in each subject of examination, of the candidates from each training school. They are similar to the tables given in former years. Tables showing proficiency of candidates in each training sch

Table VIII.

Number of Students in each Training School who obtained Certificates.

Name of Training School.	Number of Candidates.	Number of Students of First Year who obtained Certificates.				Number of Candidates.	Number of Students of Second Year who obtained Certificates.			
		First Class.	Second Class.	Third Class.	Total.		First Class.	Second Class.	Third Class.	Total.
Battersea	70	11	18	28	57	30	4	17	9	30
Caermarthen	17	-	3	7	10	8	1	1	5	7
Caernarvon	18	-	2	12	14	4	-	1	2	3
Chelsea, St. Mark's	33	1	3	19	23	29	2	6	18	26
Cheltenham	80	10	15	39	64	10	2	3	5	10
Chester	17	2	6	8	16	4	3	1	-	4
Chichester	12	-	1	5	6	3	-	2	1	3
Culham	33	1	4	17	22	16	-	4	11	15
Durham	17	2	2	10	14	6	2	2	2	6
Exeter	27	2	5	9	16	5	2	2	1	5
Highbury	46	4	9	19	32	8	2	5	1	8
Kneller Hall	19	2	3	10	15	11	4	3	3	10
Saltley	14	2	3	7	12	17	1	6	10	17
Winchester	16	1	-	10	11	2	-	1	1	2
York and Ripon	40	1	5	28	34	6	-	4	2	6
Borough Road	37	7	10	16	33	—	—	—	—	—
Westminster	40	5	10	17	32	1	-	-	1	1

Table IX.

Students of First Year.

Table showing Number of Candidates whose Exercises were classed Excellent, Good, or Fair, after Examination at Christmas 1854, in Subjects usually taught in Elementary Schools.

Training Schools.	Number per Cent. of Candidates in each Training School, whose Exercises were classed																						
	Excellent, or Good.												Excellent, Good, and Fair.										
	Number of Candidates.	Scriptural Knowledge.	Arithmetic.	Grammar.	Geography.	English History.	Music.	Reading.	Spelling.	Penmanship.	School Management.	Inspector's Report.	Scriptural Knowledge.	Arithmetic.	Grammar.	Geography.	English History.	Music.	Reading.	Spelling.	Penmanship.	School Management.	Inspector's Report.
Battersea - -	70	20·0	25·7	48·6	41·4	28·6	2·9	52·9	95·7	5·7	11·4	60·0	55·7	72·9	81·4	88·6	67·1	25·7	80·0	100·0	87·1	88·0	94·3
Caermarthen - -	17	0·0	11·8	35·3	23·5	17·6	0·0	70·6	76·5	17·6	0·0	29·4	17·6	64·7	77·5	76·5	52·9	11·8	100·0	100·0	94·1	11·8	64·7
Caernarvon - -	18	11·1	0·0	44·4	16·7	50·0	5·6	0·0	72·1	0·0	5·6	0·0	38·9	61·1	66·7	100·0	72·1	16·7	100·0	88·9	27·8	50·0	7·78
Chelsea, St. Mark's	33	12·1	27·3	39·4	9·1	27·3	6·1	33·3	93·9	0·0	6 1	21·2	33·3	75·7	78·8	78·8	51·5	36·4	81·8	100·0	12·1	75·7	60·6
Cheltenham - -	80	18·8	20·0	61·3	56·3	26·3	15·0	56·3	88·8	5·0	8·8	53·8	50·0	82·5	9·75	88·8	80·0	41·3	96·3	96·3	45·0	80·0	82·5
Chester - - -	17	11·8	41·2	41·2	35·3	58·8	5·9	76·5	70·6	11·2	17·6	47·1	58·8	100·0	76·5	76·5	70·6	35·3	94·1	100·0	58·8	94·1	100·0
Chichester - -	12	0·0	16·7	33·3	16·7	16·7	0·0	16·7	83·3	0·0	0·0	16·7	8·3	66·7	83·3	41·7	75·0	8·3	66·7	91·7	41·7	58·3	58·3
Durham - - -	17	5·9	23·5	41·2	47·1	35·5	5·9	17·6	82·4	0·0	0·0	52·9	35·5	70·6	82·4	88·2	82·4	23·5	94·1	94·1	76·5	70·6	100·0
Exeter - - -	27	29·6	11·1	18·5	44·4	29·6	11·1	74·1	85·2	14·8	0·0	63·0	44·4	59·3	44·4	63·0	66·7	33·3	85·2	100·0	77·8	51·9	88·9
Highbury - -	46	21·7	8·7	47·8	23·9	41·3	10·9	28·3	82·6	6·5	2·2	52·2	47·8	47·8	80·4	73·9	63·6	50·0	73·9	100·0	36·9	84·8	73·9
Kneller Hall -	19	36·8	5·3	26·3	21·1	36·8	0·0	63·2	84·2	10·5	10·5	52·6	47·4	47·4	73·7	57·9	57·9	26·3	89·5	94·7	36·8	42·1	89·5
Oxford - - -	33	12·1	3·0	36·4	15·2	18·2	0·0	33·3	93·9	0·0	6·1	15·2	24·2	44·5	72·7	78·8	69·7	24·2	66·7	100·0	15·2	72·7	69·7
Winchester - -	16	6·3	18·8	25·0	6·3	43·8	6·3	31·3	93·8	0·0	0·0	31·3	25·0	81·3	68·8	81·3	75·0	12·5	93·8	100·0	12·5	50·0	87·5
Worcester - -	14	21·4	21·4	50·0	64·3	64·3	7·1	21·4	85·7	7·1	0·0	42·9	50·0	71·4	85·7	92·9	78·6	21·4	71·4	100·0	21·4	64·3	100·0
York and Ripon -	40	17·5	7·5	32·5	5·0	25·0	12·5	30·0	87·5	5·0	7·5	75·0	50·0	67·5	90·0	65·0	62·5	25·0	82·5	97·5	42·5	82·5	100·0

Table X.

Students of First Year.

Table showing Number per cent. of Candidates in each Training School whose Exercises were classed Excellent, Good, or Fair, at Christmas 1854, in Subjects not usually taught in Elementary Schools.

Training Schools.	Number per Cent. of Candidates in each Training School whose papers were marked Excellent, Good, or Fair.						
	Number of Candidates.	Liturgy and Church History.	Model Drawing.	Geometry and Mensuration.	Algebra	Welsh.	Latin.
Battersea - -	70	65·7	32·9	74·3	80·0	—	—
Caermarthen -	17	52·9	0·0	70·6	64·7	—	—
Caernarvon - -	18	44·4	11·1	22·2	88·9	50·0	—
Chelsea, St. Mark's	33	51·5	51·5	78·8	72·7	—	—
Cheltenham - -	80	80·0	36·3	78·8	67·5	- -	2·5
Chester - -	17	94·1	88·2	88·2	64·7	—	—
Chichester - -	12	75·0	25·0	83·3	58·3	—	—
Durham - -	17	76·5	47·1	70·6	52·9	—	—
Exeter - -	27	48·4	44·4	66·7	59·3	—	—
Highbury - -	46	91·3	43·5	50·0	45·6	—	—
Kneller Hall -	19	52·6	26·3	63·2	73·7	—	—
Oxford - -	33	66·7	57·6	66·7	54·5	—	—
Winchester - -	16	50·0	43·8	75·0	62·5	—	—
Worcester - -	14	78·6	50·0	78·6	50·0	—	—
York and Ripon -	40	80·0	42·5	62·5	55·0	—	—

Table XI.

Students of Second Year.

Table showing Number of Candidates in each Training School, whose Exercises were classed Excellent, Good, or Fair, at Christmas 1854.

Training Schools.	Number per Cent. of Candidates in each Training School, whose Papers were marked Excellent, Good, or Fair.																	
	Number of Candidates.	Scriptural Knowledge.	Liturgy and Church History.	Grammar.	History.	Reading.	Spelling.	Penmanship.	Geography and Popular Astronomy.	Physical Science.	Logarithmic Arithmetic.	Higher Mathematics.	Music.	Drawing from Models.	Welsh.	Latin.	School Management.	Inspector's Report.
Battersea - -	30	90·0	90·0	96·7	93·3	83·3	96·7	36·7	100·0	76·7	90·0	36·7	83·3	70·0	- -	- -	100·0	96·7
Caermarthen - -	8	75·0	75·0	75·0	87·5	100·0	100·0	100·0	87·5	50·0	62·5	37·5	62·5	25·0	12·5	- -	75·0	100·0
Caernarvon - -	4	75·0	100·0	0·0	100·0	100·0	100·0	25·0	100·0	100·0	75·0	50·0	50·0	75·0	100·0	- -	75·0	75·0
Chester - - -	4	100·0	100·0	100·0	100·0	100·0	100·0	50·0	100·0	100·0	100·0	0·0	75·0	100·0	- -	- -	100·0	100·0
Cheltenham - -	10	100·0	80·0	100·0	100·0	90·0	100·0	60·0	100·0	80·0	60·0	60·0	90·0	60·0	- -	- -	100·0	100·0
Chelsea - - -	29	82·8	79·3	86·2	100·0	64·5	100·0	58·6	96·5	37·9	41·4	13·8	75·9	48·3	- -	20·7	72·4	58·6
Chichester - -	3	100·0	100·0	100·0	100·0	100·0	66·7	0·0	100·0	66·7	66·7	100·0	100·0	66·7	- -	- -	100·0	66·7
Durham - - -	6	100·0	100·0	83·3	83·3	100·0	100·0	83·3	100·0	50·0	66·7	50·0	66·7	83·3	- -	- -	100·0	100·0
Exeter - - -	5	100·0	80·0	40·0	100·0	80·0	100·0	80·0	100·0	60·0	80·0	80·0	80·0	100·0	- -	- -	100·0	100·0
Highbury - -	8	100·0	87·5	100·0	100·0	62·5	100·0	62·5	100·0	87·5	75·0	12·5	100·0	62·5	- -	- -	100·0	100·0
Kneller Hall -	11	100·0	72·7	100·0	100·0	100·0	100·0	27·3	100·0	63·6	54·5	27·3	27·3	18·2	- -	18·2	90·9	81·8
Oxford - - -	16	87·5	100·0	87·5	87·5	81·3	100·0	12·5	100·0	81·3	37·5	31·3	25·0	56·3	- -	- -	100·0	81·3
Winchester - -	2	100·0	50·0	100·0	100·0	100·0	100·0	0·0	100·0	100·0	100·0	50·0	50·0	50·0	- -	- -	100·0	100·0
Worcester - -	17	94·1	82·3	88·2	94·1	100·0	100·0	52·9	88·2	64·7	58·8	23·5	52·9	64·7	- -	- -	100·0	100·0
York and Ripon -	6	100·0	66·7	83·3	100·0	83·3	100·0	50·0	100·0	100·0	50·0	33·3	100·0	83·3	- -	- -	100·0	100·0

These tables, and especially the last, if compared with those given in my former reports, will show that the students have done better than in former years in the subjects in which they have been examined, and particularly in those which are subjects of elementary instruction.

Previous instruction of Queen's scholars.

Although the same course of instruction is prescribed for all the pupil-teachers during their apprenticeships, yet great differences are apparent in their degrees of previous instruction, not due exclusively to differences in capacity or love of learning, but rather to the different opportunities of instruction which have been afforded to them under different teachers. Those who do ill when they first enter the training schools often turn out only to have been neglected, and those who do well do not sometimes maintain the vantage ground which they owed to a more careful preparation. I need scarcely insist on the importance of protecting the interests of the pupil-teachers against the neglect of those who have undertaken their instruction; a neglect with which in some exceptional instances I fear they may be chargeable.

Deficiency of verbal memory in pupil-teachers.

It has been mentioned to me, and I believe with truth, that a singular deficiency in *verbal memory* is apparent in the pupil-teachers; and that in their subsequent career this is a serious impediment to them. Nothing could be easier than to correct this defect. In the education of our own children the exercise of the memory takes a large and a very useful part. Various selections of poetry have been published for the use of elementary schools, and among these a very excellent one, specially for the use of pupil-teachers, by my colleague, the Rev. F. C. Cook. To the condition of reading, parsing, and paraphrasing passages from such books, there might probably be added that of committing certain portions of them to memory; the number of lines so learned by heart being tested by the Inspector at his annual examination, and recorded in his customary report on the progress of each pupil-teacher.

Qualifications necessary for teacher other than those which can be made subjects of written examination.

For the office of schoolmaster, however, qualifications other than such as can be made the subjects of a written examination are required. I do not speak here of that moral and religious culture of which the responsibility rests, in respect to pupil-teachers, with the clergy of their respective parishes, and afterwards with the training schools. I speak only of what belongs professionally to the work of the teacher. In this, all which can be made the subject of a written examination is his knowledge of the subjects which he has to teach, and of the rules which are to be observed in teaching them. His *judgment* in the selection, from among many subjects, of those which are proper for the instruction of children, and his *manner* of *teaching those* subjects, it is not within the province of such *an examination* to test. To these qualifications of the teacher

my attention has therefore specially been directed, in my personal visits to the training schools, and I have sought, in the judgment I have been led to form concerning them, the assistance and the advice of my colleagues, with one of whom in each such visit I have been associated. I am far from feeling satisfied with what I have been able to accomplish in this respect, or from thinking that the *influence* of your inspection or your examinations is thrown sufficiently into the scale of that which belongs to the training school distinctively as a school for the education of *teachers*, and which looks upon everything that the students have to learn in the light of that which they will also have to teach. The only official recognition of this function of the training school, besides the one paper of questions on "*method*" set among so many on other subjects at your examinations, is the report made by one of your Inspectors on the lesson delivered in his presence by each student, on becoming a candidate for a certificate. But, as these lessons are delivered at the annual examinations which, at different training schools, are presided over by *different* Inspectors, each is referred to the standard of merit present, as the type of a good lesson, to the mind of that particular Inspector who hears it. Great discordance is to be expected in results so collected. It would add greatly to the efficiency of your inspection if these lessons were heard and reported upon by the same Inspector, and if some other period of the year than that of the annual examination were assigned to them in each college. As I am about to resign the office which you have for so many years done me the honour to confide to me, I may perhaps venture to add my opinion that this labour cannot be undertaken by your Inspector of training schools without an Assistant Inspector.

Oral teaching.

The subject of oral teaching is, in the present state of elementary education, one of the most important to which the attention of teachers can be directed. I speak the opinion of some of the most experienced of my colleagues, not less than my own, when I say that it is often greatly and singularly misused. Whilst, if properly employed, it ranks highest among the resources of the schoolmaster, its misuse detracts more perhaps than any other cause from the success of his labours. The time thrown away upon it is by no means the greatest evil. When, day by day, a child is made to sit a patient listener to instructions to which he attaches no intelligible meaning, his attention is claimed where it is not due, and that which he seems to give is simulated. The deception is carried on to positive falsehood, when, in the examination which follows the lesson, the child is made to profess himself to have understood what he did not understand. The efforts of the teacher, which ought to accustom him to apply his

thoughts, and to reflect on what he has been taught, thus result in giving him the habit of a feigned attention and a vagrant mind. Of the three qualities required in being able to give a good lesson—1st, a knowledge of the subject-matter; 2nd, judgment in selecting from it what is adapted to the instruction of children; 3rd, a good manner of teaching—it is rare that all are found in the same teacher. Of a simple unaffected teacher, with plenty of life and spirit, but imperfectly instructed, I have recorded in my notes of his lesson that he taught the children effectually the whole lesson, blunders and all; of another, who had a dreamy helpless way of teaching, but plenty of information, that, if the children had carried away one quarter of what he told them, it would have sufficed—three quarters were spilt; of a third, that, although he was said to be a man of good ability, and to know many things, yet he showed poverty of knowledge as to the lesson he had undertaken to teach, and great want of judgment as to the matter in hand, which was the teaching of children. In examining a school, it is easy to find out which subject the master knows the best. It is that which the children know the best. And by the same rule it is not difficult to find out, in a school which has more than one teacher, which is the best teacher. There is no better test of a lesson than to consider how much of it the children *have carried away;* nor any better test of a teacher than to observe whether in his school the children have *learned to attend.*

Injudicious notes of a lesson.

Although to the success of a lesson it is necessary that the subject-matter of it should have been well studied by the teacher, yet it is questionable whether notes prepared before hand, such as those commonly used by teachers, are not a disadvantage. Certainly, the unsuccessful lessons which I have heard have often appeared to me to have been spoiled by the "notes." It is one characteristic defect of these notes that they make the plan of the lesson too complete—more complete than any lesson that can be really taught to children. They begin at the very beginning of the *subject*, where a lesson never ought to begin, because that is a part which can rarely or never be understood by children, and which, in most subjects, is not understood by anybody. A lesson for poor children ought to begin and to end with so much as contains subjects intelligible to them, and useful for them to know. *Completeness* is of no use to them when it lies beyond these limits. Another evil of this completeness of the lesson prescribed by the "notes" is that it is arranged under so many heads; that only two or three of these can be got through in the time; and, as the lesson begins at the beginning of the subject, these two or *three first heads* are precisely those least likely to be understood, or to be of any use.

If the master, having first well studied the subject of his lesson, had come to it with a full mind, trusting to his experience as a teacher to make the best of it, he could not, looking the children full in the face, have been guilty of the absurdities which in his own room, with his books before him, he has committed in the shape of notes. One of the defects of lessons, arising from the use of notes arranged according to some type which the teacher has learned to regard as logically adapted to all lessons (subjecting the subject to the notes, rather than the notes to the subject) is *this*, that such a lesson almost invariably passes into mere *word* teaching; and into the teaching of the *same* words, being for the most part words applicable to the qualities of many things. An example, which I have recorded *verbatim*, will make this more apparent than any explanation I can give. The subject of a lesson was "gold." The teacher began by saying that he should speak first of its *qualities* (guided in this by his notes). "But," said he, addressing himself to the children, "what do I mean by a 'quality?'" This question might have puzzled a class of older metaphysicians; however, to my astonishment, an intelligent child answered that it was a "property." This being accepted as an explanation of the term, the teacher proceeded to elicit (for he used the interrogative method) that gold was "ductile," that it was "malleable,"* that it was "adhesive (?)," that it was "inelastic," and "yellow." And when he had explained to them that it was found in "sandstone" and "quartz," and that "quartz" was "metallic stone (?)," the time allotted for the lesson had expired. I have made an omission which I will now supply. It was the only passage of the lesson which seemed to awaken the interest and fix the attention of the class, and was perhaps the only one of which any traces would be found in their minds, when the lesson was finished. He told them that gold dust was found in Africa, in the sand of rivers; that the sand was washed away from it; and that it was kept by the people of the country in quills, which the women hung round their necks. I do not vouch for the accuracy of this information, but, supposing it to be true, it may serve as an illustration of that kind of knowledge of other countries, of like kind to the knowledge familiar to a child's observation in its own, which is likely to remain longer in its memory, and to be more suggestive than any other. The abstract qualities of things do not furnish such topics, or the very beginnings of the knowledge of them; nor do they require that the terms in which they are discussed, so as to be intelligible to children, should first be logically defined.

A full mind better than notes.

* *Giving, however, none of the illustrations which, if he had been well informed in his subject, would have suggested themselves to him.*

Whether language is fittest subject of instruction for the poor.

Without hazarding an opinion as to whether language is the fittest instrument wherewith to educate children of a higher class, I may observe that with them a general education of the mind, due to home influence and their relations with society, goes on at the same time with their knowledge of language; and that to them words have a use and a significance (and thereby an educative power) which to the poor they have not. The vocabulary of the poor, limited as it may be, is still enough, if we will but use it, to enable us to teach them to reason and understand about the things which immediately concern them; and surely this would be a better occupation of the little time allowed for their instruction than spending it in teaching hard words, which are to them without significance, and in the use of which they become ridiculous.

A too minute and interfering mode of teaching.

An earnest teacher, by an excess of earnestness, sometimes becomes "minute and interfering," and, unconsciously, he is unjust—not giving the children credit for being right in their answers when they are right—compelling them to shape such answers precisely in the words which he himself would use—words not so good, perhaps, as the child's, because not so simple.

Tendency to contradict unnecessary in examining.

This tendency is a cardinal defect in teaching, and one which I have observed in the teaching, not only of elementary schools, but, of training schools;—existing indeed in the latter it could not but be reproduced in the former. I believe its influence to be extremely demoralising. One mind, especially if it be a strong mind, will not really subordinate itself to another to the extent which such teaching implies, nor submit to be thus dwarfed of its just proportions. It will not, except with a sense of injustice, consent to clothe its thoughts in words which can but imperfectly represent them, because they are another's. The most intelligent students cannot but be, in this respect, the most insubordinate, and that, not by any fault of theirs, but, by a necessary result of the false position in which such teaching places them. Thus, by a steady process of moral depression, those who under judicious training might have become the most subordinate would almost necessarily become the least so.

Tone of examination should not be peremptory.

An examiner ought not to require the answer in a tone of command, authoritatively, but simply as an interrogation, not leading but following the train of thought of the person examined, and, as it follows, guiding it. Some teachers seem to think that all that is required for a good examination is to question rapidly, unhesitatingly. The teacher should specially be upon his guard against an abrupt and over-confident manner in teaching, and a tendency to contradict the children, for no other assignable cause than self-assertion, when they have answered rightly. His mind should be entirely upon the children, and away from himself. Allied to the defects

which I have pointed out are the following—asking questions to which nothing taught to children in the lesson on which the examination is founded supplies the answer; or, where the method of examination is that which consists in eliciting instead of telling, (which I believe to be erroneous in principle, and generally unsuccessful in its results,) asking questions which it is not reasonable to expect the children to answer; compelling, nevertheless, an answer to a question of this kind from some child of the class, and then holding up the child to ridicule (as I have often seen done) for having given it. It need scarcely be said that all this is unjust to the children, and absurd in itself, and therefore destructive of their respect for the teacher, and of their deference to the instruction of the school. It sacrifices the *faith* of the child in the teacher, which is his chief resource and the strength of the school.

Disciplin school i paired i ill succe master teacher

The failure of a schoolmaster as a teacher must impair his influence in whatever else, besides mere teaching, belongs to his office; a proposition of which the converse is also true. Such a teacher is likely to claim of the children that they should understand what he supposes himself to have explained to them, but really has not; and he is likely to be angry with them if they have not understood it. By this injustice he sets up an antagonism in the minds of the children, the more demoralising that it must be disguised; or, if the child remains unconscious that the failure is on the side of the master, and sets it down to his own incapacity to understand what the master has tried to teach him, the injury to the child is none the less, by reason of the discouragement which he has experienced, and the distrust—which, without foundation, has been created in his mind—of his power to reason and to understand.

Defects teaching exceptic

In the reports which I have annually addressed to your Lordships, I have sought to record with fidelity, as was my duty, the facts connected with the state of elementary education which it has been my province to collect; and, encouraged by the confidence which you have reposed in your Inspectors, I have been accustomed to express freely the opinions which I have been led to form as to the subjects and methods of elementary instruction. If in the expression of these opinions censure has predominated, I am ready to plead guilty to an injustice. The defects which I have pointed out, however frequent, are still the exceptions. The notes in which I have recorded them record many more examples of an opposite character. I have listened with delight and with instruction to very many lessons delivered by elementary teachers, which were admirable in the adaptation of the subject-matter, and of

the manner, to the work with which the elementary teacher is charged; and I am familiar with examples of faithfulness, of industry, of perseverance, and of dedication on the part of teachers, to which I know not whether a parallel is to be found in any other walk of life.

If, indeed, reference be had chiefly to the power of imparting knowledge, and to the matter of instruction only in so far as it regards the educational end to be accomplished, I believe it not to be inconsistent, either with the facts or the probabilities of the case, to claim for the class of elementary teachers the character of the best teachers in the country; for they are the only teachers who, as a class, have made teaching the subject of special and systematic study, who have practised it under the direction of careful instructors, and whose success as teachers is officially recognized and rewarded.

In thus recording an opinion that a body of men is now entering upon the teachers' office worthy of that high mission, I cannot disguise from myself that the second stage in this work, by which the education of the labouring classes in this country is to be placed in their hands, has not been accomplished. It is true that schools are readily found for such men to teach in. The demand for teachers continues to be greater than the supply, but their appointment to the mastership of schools, numerous as they are, does not place the education of the people in their hands unless the people attend them.

By the Census of 1851, it appears that, of the boys in England and Wales of all classes between the age of ten and fifteen years, only 36 per cent. are at school.* As this proportion includes the boys of the middle and upper classes, *all* of whom are at school between these ages, the proportion of the lower classes who are in the hands of the teacher after ten years of age is greatly less.†

That is not the *education* of a child which terminates before ten years of age. It is not the work of a man, at all, that is to be done in the education of a child up to that age, but rather

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* The following are the numbers :—

Boys between 10 and 15 years of age, at school - -	348,438
" " " " at work - -	356,872
" " " neither at school, nor at work	258,685
Total - - -	963,995

† Whilst I write, the following testimony in favour of this conclusion has come to my knowledge. In a midland county it is proposed to establish a training school for masters, and, guided by their knowledge of that county, the promoters propose to train these masters specially for the education of children under ten *years of age*; *and*, as the age of ten is a year longer than the children appear *generally to remain* at school, they hope to keep them this additional year by [illegible] schools industrials schools, giving the parents a part of the profit.

of a woman; and, if that which I have described is to be accepted as a permanent condition of the education of the country, these institutions for the education of schoolmasters, which have been erected at so much cost and so long fostered by your Lordships' care, will remain without any commensurate function or adequate use. It would have been enough, and it would have been far more economical, to have provided for the establishment of a sufficient number of dames' schools throughout the country, or at best to have promoted the erection of training schools for schoolmistresses, and to have put the education of the labouring classes of both sexes into their hands.

The poor take away their children earlier than they used to do, because they think all they need to know is learned sooner than it formerly was.

All your Lordships' efforts have hitherto had for their object the perfecting of the elementary school. You have entertained a hope, common to the friends of education in this country, that, when the children of the poor were found by their parents to have derived more good than heretofore from their attendance at the school, the parents would desire to send them longer; and that thus by degrees might be created among them a public opinion so far favourable to the school as to induce them to make the sacrifice (for a time at least) of the wages which their children might earn by going to work. I will not conceal from your Lordships that hitherto this hope has been disappointed.* In many cases, the result has been the very reverse.

* Of course there are exceptions to this rule. There are cases in which, by acts of singular self-devotion on the part of clergymen having a special adaptation to the work, such singular life and energy is thrown into the parish school, and such a sense of its usefulness created in the surrounding district, that all the old ideas and prejudices appear to be upset, and the school carries all before it. Whoever knows, however, the men by whom these results are accomplished, and the circumstances under which they are accomplished, will feel them to be exceptions, which do not disprove, but rather confirm, the rule. To expect such results in every parish is to expect the course of human nature to be changed. Of such exceptional cases, the Rev. F. H. Wilkinson's school at West Ashton, near Trowbridge, is one of the most remarkable known to me. The present number on the books (*i.e.*, all scholars who have not finally left the school) is 270, being about the same as the entire population of the village. The number in ordinary attendance (the term being supposed to include all scholars who attend generally, and for whom a class and teacher must be provided) is 240. The number of children paying the higher quarterly fee, and who have no share in the charities attached to the school, but are the children of professional persons, farmers, tradespeople, &c., is 90. Of these, there are 54 who lodge in the parish, at the cost of 9*d.* to 1*s.* per week, many of them also boarding at a charge of 5*s.* weekly and upwards (lodging included). Only 3 of these are paid monitors. Of the whole 240 in ordinary attendance, about 70 belong to the parish, the remaining 170 being from neighbouring or distant parishes, 16 in number. There are 5 regular lodging-houses, 3 for boys, and 2 for girls, besides other cottages which take in one or two lodgers. The lodging-houses are quite full. It need hardly be added that the payments of the children of the higher classes (in no case exceeding their own share of the total school outlay) are expended in giving efficiency to the general school instruction, to the infinite advantage of the poorer children. The salary of the master is entirely defrayed from this source. The advantage to the parish, also, is great—upwards of 400*l.* being expended annually in the parish for lodging and boarding the children attending the school from distant places. From 12 to 20 boys spend

The parents have reasoned that, the schools *being now so good*, their children can get all the learning that they consider necessary for them earlier than they have heretofore done; and therefore they take them away sooner.

What is gained by improvement of schools is lost by early age at which children are taken away.

Thus what is gained on the one hand, by the improvement of the schools, is lost on the other, by the earlier age at which the children are taken away from them; and your Lordships' efforts for the education of the people* are practically defeated; there being probably as many people as ever in this country in proportion to the whole population who are growing up unable to read† and write. Every other impediment appears in process of removal but *this*. We seem to be in the way of getting schools, which if they were duly appreciated by the poor would, perhaps, be adequately maintained, and we are getting excellent teachers; but in *this* respect no progress is being made. The children of the poor leave school as soon as, indeed sooner than, they ever did; and if, in the returns from the schools receiving annual grants, this does not appear, it is because, from the improved character of those schools, the children of tradesmen and others well-to-do in the world are beginning to frequent them more than they did; and these persons, of course, keep their children longer at school than the others.

How little can be done for education of a child under ten years of age.

What can under these circumstances be done for the education of a poor child may be judged of by any one who will consider how little has commonly been done for the education of one of his own children, before ten years of age, when 20,000 poor boys have already left school, or between ten and eleven when 35,000 more have left, or even between eleven and twelve when 28,000‡ go away, after which age practically there are very few labourers' children left. Let him consider

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half their school-day in the field attached to the school. Upwards of 2½ acres of arable land are under cultivation, while 4 acres of grass land support 2 cows, enabling a few girls to be instructed in dairy work.

* I might cite many illustrations of this fact. The following may be authenticated by reference to the report of my colleague, the Rev. J. P. Norris, for the present year. In the appendix to that report will be found a letter from Mr. James Stollard, the intelligent master of the agricultural school at Ipstones, near Cheadle, from which I quote the following passage:—

"I am satisfied that, unless some means are found for securing the attendance of the children of labourers, all that we are doing in education will only tend to widen the separation of the classes. A few are receiving good education, but juvenile labour is becoming more valuable; consequently the mass are neglected. *I fear there are more people in Ipstones growing up unable to read and write than ever.*"

† I do not mean people who when they were little children *began to learn* to read; but who, as men and women, were capable of reading well enough to be able to derive profit and instruction from reading. I doubt whether the number of these in proportion to the rest of the community is increasing.

‡ For these particulars I must refer to the numbers given in the Educational Census, p. xxvii. Those in the text are obtained by subtracting from the number of boys at school, under any given age, the number of those of the preceding year.

what chance there would be of his own son turning to account any knowledge which he might by that time have acquired, or retaining any impressions for good which he might then have received, if he were left, for the four or five next years of his life, to spend day after day in the streets, or alone in the fields bird-keeping, or in a coalpit with no other occupation than to open and shut a door, or in a factory or a workshop with dissolute companions. Nothing can be expected of an education thus robbed of half its allotted period—of seed rooted up when it has hardly begun to shoot.

If children of the poor are not at school, it is *not* because they are at work.

It has been customary to assume that the children of the poor are not sent to school because they are sent to work; and we find an excuse for this in the poverty of the parents. There can be no greater error; and the Census has come very opportunely to disabuse our minds of it. It tells us that, of the children between the ages of three and fifteen who are *not at school*, there are 978,179 boys, and 1,283,840 girls *who are not at work*, being forty per cent. of the total number between those ages of the former, and fifty-three per cent. of the latter.

Children who are *at work* are comparatively a small proportion.

The number between those ages not at school because they are at work is comparatively a small proportion. It is 381,776 boys, and 218,055 girls, being sixteen per cent. of the whole number of the former, and nine per cent. of the latter. It is difficult to understand that the children of the poor who are not at school, and not at work, should be anywhere else than in the streets, where we know that the ranks of juvenile delinquency are filled up. Out of every 100 children in this country of an age to go to school, 57 remain without education, for no other assignable reason than that their parents are indifferent to; and 16 per cent., because the children are required to support themselves at a time when it was intended that they should be provided for by the labour of their parents. The best measure yet adopted to counteract this evil appears to me to be the "prize-scheme" of Mr. Tremenheere, carried out by my colleague, the Rev. J. P. Norris, with so much zeal and ability, in Staffordshire and Shropshire, of which the particulars will be found detailed in his reports. I believe, however, that nothing will effectually remedy the evil short of an Act of Parliament making education obligatory for a part of every child's time up to a certain age. Nor would such a measure be without the authority of an example to the success of which its advocates might appeal, or without a parallel in the acts of the legislature. If it be a question of principle, that is already conceded by the Act which provides that the children*

The Half-time Factory Bill.

* It would be an easy task to show that these children have no better claim for protection than the children employed generally in factories, and those employed in agriculture, or rather that there is no better reason for protecting them.

employed in cotton factories and print works should attend school half their time; if it be a question of expediency, its advocates can appeal with confidence—now after a long trial—to the success of that measure.

"The good," says Mr. Horner, "that has been effected by the education clauses of the Factory Act, wherever there is a really good school, is the happy result of the first trial made in this country of a legislative compulsory education, combined with an industrial employment of the children, that bring in wages to their parents; and it does not appear to me to have received the attention it deserves from the earnest friends of the education of the working classes. It has now been shown abundantly, by the experience of nearly twenty years, that it is quite possible to give, in half a day of regular attendance at school for three or four years, a very considerable amount of solid instruction, while at the same time a child can earn no small amount of its maintenance, certainly more than sufficient to clothe it well and pay for its education. There are numerous instances of children who, while working daily in the factory, and attending school one half of the day, have made such progress that they were enabled to stand successfully the strict examination for pupil-teachers. There appears to be a growing conviction that, until there has been a succession of educated parents among the humble classes, capable of appreciating the good to their children by a long and regular attendance at school, we never shall have them sent, if their parents can turn them to money account, small though the wages they get with them may be. It must, in some form or other, be made obligatory, and the successful working of the Factory Act in this respect is a very successful beginning. It is a great fallacy, in my opinion, to designate such an obligation as an unjustifiable interference with parental rights; for, if such a law existed, it would be felt by those only who neglected their parental duties." —(*Mr. Horner's Factory Report.*)

Provisions of Half-time Act might with advantage be extended to entire population.

It would give education to all.

It would double number of children at work.

It would give employment to many vagrant children.

It would improve teaching in schools.

It would be the first result of the Half-time Act, if its provisions were extended to the whole community, to send to school upwards of two millions of children, whose life is now spent in idleness; and the next, to double the number of children at present employed in remunerative labour.* For the children now so employed all their time would then have to go to school for half of it, and would have their places, during that half, supplied by others who are not now at work. Thus a large portion of the idle street children of great towns would find work, and all of them education. To drag the demoralization and misery of these poor children into the light of the school would, of itself, do much to remedy them.

As regards the efficiency of schools, the advocates of obligatory education to it look for great advantages. They argue that, with more *faith* in his work, the schoolmaster would work

* It has been urged, as an argument against an extension of the Half-time Act, that it would rob the manufacturing industry of a great amount of remunerative labour; and, the wages earned by children in certain districts having been calculated, it has been assumed that the industry of that district would be fined by half that amount. Nothing can be more fallacious than such an assumption. The other half *would only* be paid to other children, as in the cotton districts it must have been *when the bill* took effect there.

with a better *will;* that, with a task assigned to the school that is no longer hopeless, it would receive a new life; and that, when the subscribers saw that more good was being done, they would contribute more readily and more liberally to its support; and they look upon it as a special recommendation of the plan that the religious question, now happily at rest, would not be raised by it; or if raised, with reference to localities where sufficiently good schools were not provided on the voluntary principle, it would be raised as to a far less number of cases, and under circumstances more favourable to its solution.

Increase in number of training schools.

When in the year 1844 your Lordships' inspection of schools was first organized,* the only training schools subject to it were that at Battersea, which had twenty-four resident students, that at St. Mark's College, which had sixty-three, and that at Chester, which had thirty-nine. There are now fourteen such schools for the training of Church of England schoolmasters, and the number of students has increased from 126 to 675. There are, moreover, eleven schools for the training of schoolmistresses for Church of England schools; and there are seven schools for the training of teachers not connected with the Church of England.

Origin of training schools in England.

Of these training schools, that at Battersea was the first instituted. When it was founded, the idea of an education specially adapted to the training of elementary teachers was but very imperfectly formed in England. The plan of Dr. Bell, then universally adopted in National schools, provided, indeed, for the master no place (or but a subordinate one) in the school *as a teacher.*† And, had it done so, a short training would have sufficed. For, then, reading, spelling, writing, and the first rules of arithmetic, were the only branches of secular knowledge taught in schools. Not being required to be a teacher even to the extent of these elementary branches of knowledge,‡ it was comparatively easy for a man to be made a schoolmaster. The process was this. He attended at some National school of repute (the character of the school serving him afterwards as a recommendation), for the purpose of what was called "learning the system,"—a task generally accom-

* The letter of Sir James Shuttleworth, entitled "A Scheme for the periodical Inspection of Schools," is dated December 1843. See Minutes of 1842–3, p. 23.

† "The great advantage is," said Dr. Bell himself, "that it is his (the teacher's) chief business to see that others work rather than to work himself; and that he is most usefully employed in doing what men in general are most ready to do." See "The Madras School," by Dr. A. Bell, 1808.

‡ The papers of candidates for admission to the training schools at this time, some of which remain in my possession, show how imperfect was the knowledge even of the most *elementary things* of the men who then sought the office of the *teacher.*

plished in a few weeks, sometimes in a few days; and, with testimonials as to character, and the recommendation of the authorities of the school where he had "learned the system," he was ready to enter on his duties.

Battersea Training School.

The proposition to form a Government normal school could not but come upon the public mind by surprise, at a time when the idea as yet formed of such a school was satisfied by this type of it. How far the originators of that project were in advance of public opinion is sufficiently evident from the report in which, on the failure of the plan for a Government school, they stated the principles on which that established by them at Battersea was to be conducted. To students trained according to the standard of the Battersea school, the system adopted in National schools at the time of which I speak assigned *no place*. Wherever such teachers were called upon to take a part in that system, by their very skill and attainments, they protested against it.

Deficiencies of former system admitted.

Between the years 1840 and 1844, many schools had, by the reception of public grants, been opened to your Lordships' inspection; and by the reports on those schools of Archdeacon Allen and Seymour Tremenheere, Esq., (then Her Majesty's Inspectors of Schools,) published and largely circulated with your Minutes, but especially by the able reports and the official labours of Sir James Kay Shuttleworth, then your secretary, the public mind had been aroused to a sense of the deficiencies of Dr. Bell's system, and it had begun to be admitted by public men that, if those results were to be looked for from the education of the people which, in despair of any other solution of the social problems of the day, they were in the habit of turning over to it, it must be a better education than they were under that system receiving.

St. Mark's College established by National Society.

It is to be recorded to the honor of the National Society, that, representing the interests of the Church in the cause of education, it was not slow to acknowledge this fact, and that it established St. Mark's College to realise, as regards Church education, that higher conception of the mission of the teacher which had first been advocated by the founders of the Battersea school. This college was entrusted by the National Society to the Rev. Derwent Coleridge, and he is still its principal.* Its system, developed under his hands, is now, as it was then,

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* A syllabus of the system of St. Mark's College, published about this time by Mr. Coleridge, had a large influence in inducing churchmen to aim at a higher standard of instruction in the teacher. I have always considered the remarkable report of the founders of the Battersea school, and this pamphlet of Mr. Coleridge's, *among the* most operative of the causes which then contributed to the progress of *education.*

in advance of public opinion in the standard which it affixes to the qualifications of the teacher, and in its estimate of the importance of his mission.

Monitorial system discredited.

Although the system of Dr. Bell was readily given up by the more enlightened and active of the friends of education, to whom its defects had long been known, it did not so easily yield its place in the public mind. It was, indeed, associated with the very idea which had been formed of a school for the poor. That such a school should exist, and not be one in which children are arranged in squares, taught by monitors, and superintended, but not taught, by a master, was then not easy to be conceived. And, when the reports of the Inspectors came to show that those monitors, in whose hands the instruction of the poor of the country was placed, averaged in some extensive districts not more than eleven* years of age, and that, as the result of teaching children by means of others of that age, it was probable that one half of them left school without being able to read in a book of ordinary instruction, this assertion was received by many as equivalent to an admission that henceforth the education of the poor was a thing to be despaired of, the only available means to that end having failed.

Monitors replaced by pupil-teachers.

To supply the places of the discredited monitors, the Minutes of 1846 provided for the creation of Pupil-Teachers. That measure has awakened an emulation which was wanting in elementary schools, by offering the means of advancement in life to the best conducted and most diligent of the scholars. It has provided for the adequate instruction of the children, by substituting for the monitors apprentices of an age (from 13 to 21 years) at which they are capable of becoming efficient assistant teachers; and for such of them as, when their apprenticeship is completed, seek the office of the teacher and are suitable for it, it provides a maintenance in the training schools as Queen's scholars.

Influence of pupil-teachers on training schools.

The provision which is thus made for a supply of suitable candidates for admission to the training schools is practically among the most important of the measures by which your Lordships have sought to promote the education of the people.

It is necessary to any measure of public education that a body of teachers should first be created.

Whatever legislative measure might have been adopted for that object would have failed of accomplishing the results otherwise to be expected from it, unless there had first been provided a body of duly qualified teachers to carry it out. Such a body of teachers could not be created at once.

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* Being at that time Inspector of the schools in the Midland district, I addressed a circular to all the schools under inspection in that district, requesting to be informed of the ages of the monitors by whom the classes of those schools were taught. *The result was that which* I have stated in the text.

Method of apprenticeship best adapted to this end.

Looking at the class of society from which the elementary schoolmasters of the country must be taken, it is obvious that the method of apprenticeship by which other callings are entered upon in that class of society is the best calculated to form the character of the teacher. Taking early his first steps in that which is to be his occupation, the apprentice learns to associate that occupation with his idea of life; and, as no change is made in his pursuits when his apprenticeship is completed, so no interval of leisure is interposed at that period of life, between youth and manhood, when it is most to be dreaded.

A great number of pupil-teachers do not go to training schools on completion of their apprenticeships.

The next stage to his apprenticeship is his admission to the training school. I wish that I was able to report to your Lordships that all the young persons who advance thus far in their education, for the office of the teacher, complete it. This is, however, far from being the case. Of the 820 male pupil-teachers who completed their apprenticeships in 1854, only 303 presented themselves at the training schools as candidates for Queen's scholarships. Of the remaining 517 some have probably obtained appointments as teachers or assistant teachers, immediately on the expiration of their apprenticeships, and some have obtained more lucrative appointments than they could hope for as teachers, but a much larger proportion, not probably possessing the means of paying their travelling expenses to the training college, or of providing themselves with clothes whilst resident in it, have been unable to resist the offers made to them of immediate, though less honorable and lucrative, occupation in commercial or manufacturing employments.

Salaries paid to apprentices who do not become teachers are not thrown away.

It is not to be assumed that the salaries paid by the state to these apprentices, who have now given up the office of teacher, but who during the whole time of their apprenticeships have been employed in it, and to whom the increased efficiency of our elementary schools is principally due, have been thrown away; nor is it to be assumed that their religious and moral training, and superior education, have been without use to them, since they have been fitted for stations of trust and responsibility, which could not otherwise have been so well filled, in the trade and manufactures of the country. The friends of education will not, however, fail to regret their withdrawal from what they will consider a more useful function, and a higher and more important station.

Course of instruction in training schools.

The course of instruction on which the pupil-teachers enter, when admitted to the training schools, has not been prescribed by your Lordships. Those schools have been erected and are supported by voluntary contributions, aided by your Lordships' grants, and the control of them is in every case vested in a committee of the contributors. The subjects of instruction are,

in the first place, those taught in elementary schools over which your Lordships are also without any control. They are these—

1. Religious Knowledge.
2. Reading, Writing, and Arithmetic.
3. English Grammar.
4. English History.
5. Geography.

Under that form of compilations of facts, or of rules, in which such subjects as arithmetic, English grammar, geography, and history, appear in school books, and are usually taught in schools, it is evident that they tend but little to the development of the reasoning powers, or the exercise of the intelligence of children, and are but poor expedients of general education. These subjects are, nevertheless, the only ones placed at the disposal of the elementary teacher. He has, therefore, to make the best use of them; and, with this view, it is necessary to place them under forms better adapted to his use; to familiarize him with them under these forms; and, in addition to this professional instruction, to accomplish in regard to himself those higher results of religious and moral training, and intellectual culture, which it is his mission to accomplish ultimately in respect to the poor. This was the function assigned to the training colleges. The first difficulty lay in the imperfect adaptation of the subjects of elementary instruction to the end to be accomplished of educating intelligently the minds of the students.

Subjects of elementary instruction ill adapted to education of men.

Whether these subjects alone, developed under other and higher forms, might serve the purpose of educating the mind of the schoolmaster himself was a question which presented itself from the first, and was not easy of solution.

Officers of training schools themselves imperfectly instructed in these subjects.

It supposed, on the part of the officers of training schools, a course of study which had formed no part of their previous education, and for which, even had they been disposed to undertake it, no leisure was permitted to them. They were few in number, with reference to the duties with which they were charged. The demand upon them was immediate and urgent, and they were compelled to teach what they knew, and not what they had to learn. From such subjects as history and geography, and English grammar, which were felt to be under their ordinary forms, and in an educational sense, *unrealities*, they turned therefore to those other subjects whose educative power has been tested by experience, and which, having formed the staple of their own instruction from child hood, had to them the recommendation of truth and reality. It was thus that, whilst the course of instruction in every training school *included the* subjects which elementary school-

Preference given by them to other subjects as means of educating their students.

masters have to teach, these did not constitute its really opera tive and influential elements, but rather its accessories. I was not difficult to see what was the dominant subject i each training school. Classical literature prevailed in on higher mathematics had the ascendancy in another, and in third Church history; but I do not remember one that wa remarkable for the profound study of any one of the branche of elementary instruction. To teach children to reason and t understand with such implements as geography and histor the teacher must nevertheless be able to present them to the minds, not under the form of isolated facts, loading the memor and left there to dissipate themselves, but, with a certain rel tion of cause and effect, and with a selection, over a large surfa of knowledge, of things in other countries of a like kind wit those familiar to a child's observation in his own country, an things in other times of a like kind with those familiar to child's observation in his own time; and generally with a selec tion of objects within the compass of a child's intelligence, distinguished from objects beyond.

Government augmentation of salaries of lecturers in training schools.

It is to encourage the higher study of the subjects of el mentary instruction on the part of the teacher, not only f the better discipline of his own mind, but, for the better instru tion of the children of his school, that your Lordships ha provided for a liberal augmentation of the salaries of lecture in training schools, consequent on their affording evidence of high standard of attainment in the subjects of elementar instruction, and of skill in adapting them to the purposes that instruction.

Present subjects of elementary instruction not probably the best.

So long as English grammar, history, and geography are th only secular implements of the work of the teacher, it is clearl the function of the training schools to accustom him to hand them to the best advantage, and to draw from them all th such subjects are capable of yielding to the profit of po children. I am far, however, from considering that these a the only subjects adapted to the purposes of elementary educ

Elementary instruction in practical science to be preferred.

cation. From the time when I first became an Inspector schools, I have not ceased to declare an opinion that the are other things about which the poor might be taught reason and understand better, and which, as a means of the education, would have this to recommend them, that, the would thereby be furnished with resources, which they do n now possess, for that hand-to-hand struggle for the means existence and material well-being to which they are destine This kind of knowledge has since been dignified by the nam of the "science of common things." It has won for itse *powerful* advocates, and is likely to exercise a considerab *influence* on the future of education. I wish I could report

your Lordships that this kind of teaching had assumed any such positive or available form as to place it among the present resources of the education of the country.

Great difficulty in introducing this as a branch of elementary instruction

But in truth I know no undertaking in which the promoters of a school would be more at a loss, nor any in which there would now be a greater chance of their failing, than in the introduction of this kind of teaching. I doubt whether the whole of the training schools could furnish a master possessing enough, for the purpose, of that kind of scientific knowledge which must lie at the basis of it; and I am certain that none could be found who had given to that scientific knowledge the practical development which such a course supposes, and who was capable of adapting it to the purposes of elementary instruction. In truth, this adaptation is no easy task. It is not difficult to see that there is a science in common things applicable to our use, nor is there any dispute as to the utility and advantage of applying it to that use; but actually to make the application requires the dedication to it of some powerful and original mind, and facilities such as are not to be found in an ordinary elementary school, of which the eldest scholars are usually still but little children, whose continuance cannot be calculated upon from month to month. That which is valuable in this kind of teaching is not, I apprehend, the knowledge of the "common things" professed to be taught, but "the *science*" of them. There can be little advantage in teaching children rules for the doing of common things, assumed to be better than those which of their own account they would hereafter follow, irrespective of the reasons of such rules. Better rules, unsupported by reasons, will be almost sure to be discarded by them, when they come to find them opposed to ancient usage, and the general practice. These will not fail to appear to them of greater authority than their teachers, and are only to be successfully contended against by their own perception of the common sense—that is the science—of the things. The same *science* is applicable to *many* common things. The first step, therefore, is the thorough study of such a science, so far as is necessary for its application to those things. The next is the application of the science.

Elementary chemistry well adapted to be taught in elementary schools

The science of chemistry (which implies more or less the knowledge of all the experimental sciences, they being all ancillary to it) appears to me well adapted to this end. It is to a greater extent than any other a science of common things. Agriculture, horticulture, the economy of food and fuel, cleanliness, ventilation, &c., are, under the highest forms, but the applications of it. It is, moreover, recommended by the fact that there are elementary books well adapted *to the teaching of it.* The one adopted by your Lordships,

with reference to your examination for grants of apparatus, well answers the purpose. Such works might, I am convinced, be thoroughly mastered in our elementary schools, by boys from the age of twelve to fourteen, if taught by a master who himself understood the subject, in the same systematic and persevering way in which Latin is taught in schools of a higher class. Indeed, I am claiming in this more than is needful, as the condition of success. It would not, I believe, require one tithe of the resolution, the patience, and the perseverance, to make a class of school-boys masters of the books which I have mentioned, that it is customary to expend on making boys of the same age familiar with the Latin grammar.* It is a characteristic of the science of chemistry, that, with whatever is to be *reasoned upon and understood*, there is associated always something that is to be *done*. This connexion between thinking and doing is a *pleasurable* one, of which everybody must be conscious who has had experience of the drudgery of that labour which is not impregnated with thought, which is directed to no purpose and adapted to no end; or who knows the pleasure that there is in accomplishing with our own hands a result for which we have ourselves in some measure devised the means. This is the pleasure which God has assigned to labour, whose portion would otherwise be only sorrow; and, to whatever extent we contribute to give it to the man who lives by the sweat of his brow, we promote the designs of Providence, and lighten the burden of life.

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These are the grounds of the recommendation which you have been pleased to adopt for making grants in aid of the purchase of apparatus in experimental science, to training schools and to elementary schools. Eleven schoolmasters presented themselves at as Christmas candidates for those grants, and all passed the prescribed examination. Some of them afforded evidence of a very good knowledge of the subjects of examination, and to all the task seemed to have been an easy and a pleasurable one.

xtreme verty of aining hools in l kinds of ilosophi- l appara- us.

Nothing shows more strikingly the deficiency of our elementary education in respect to experimental science, and the necessity that there is for some special encouragement of it at your hands, than the fact of the extreme poverty of the training schools in every kind of apparatus for teaching it. Excepting one small training school, which has profited by your offer of a grant in aid of the purchase of such apparatus, I believe that, if the scientific apparatus possessed by all the training schools for schoolmasters in this country were collected

* *I am fortified* in this opinion by the success which has, I believe, attended the *teaching of Euclid* in elementary schools, wherever it has been tried.

together, it would not be found to equal in quantity—and would be far inferior in quality to—that which was exhibited, at the Educational Exhibition at St. Martin's Hall, as the apparatus of one single model school for children in Norway.

Departm of Scienc and Art, under Bo of Trade.

The creation of the Department of Science and Art, at Marlborough House, and the movement in favour of the establishment of trade schools in various parts of the country, will tend to remedy this defect. The masterships of such schools will be offices of more than usual emolument and honor; and, the masters being sought from the training schools, the demand on those institutions will create a supply of the requisite teaching in those institutions.

Chester training school w adapted training of trade schoolma ters.

The Chester Training school is specially adapted to the training of such masters. I have borne testimony, from year to year, to the remarkable industry and success with which mechanical processes are carried on in the workshops of that institution. I have now to record that a staff of officers was collected there at my last visit, who, by their scientific attainments, and by their skill as teachers, appeared to me well adapted to train masters for trade schools.

Foreign trade schools.

A class of schools above that of the National and British schools, but such as is not likely to be created or maintained without the same aid which your Lordships are accustomed to give to those schools, is wanted in our towns. The trade school would well fill this vacant place. The trades and manufactures of the country would gain greatly; and the character of the operative, tradesman, and skilled workman would be greatly elevated, if each entered upon his trade having first made in such a school the study of that which belongs to the science of his trade. I am far from alleging that a knowledge of certain sciences is *necessary* for *carrying on* trades. But I do allege that many trades, if carried on in ignorance of certain branches of science, are carried on in ignorance of the *principles* on which they *rest;* and that whoever so carries them on misses that opportunity for the improvement of his mind which is supplied by the daily habit of reasoning on and understanding what he is about; that he fails of one of the highest pleasures of which the human mind is capable—*that* of thus *reasoning* and *understanding;* and that he is wanting in *that* which is a legitimate source of moral dignity and self-respect. I allege further, that, taken collectively, such trades cannot but *suffer*, in a commercial point of view, from an ignorance, on the part of those who carry them on, of the principles on which they depend;—it being impossible but that new and improved processes of art and manufacture and expedients of construction should result from such knowledge.

udy of cial nches of ustry.

It is this study of *specialities* which characterises the elementary education of France and Germany, as distinguished from that of England, in which it has no place. Whatever advantages these nations have gained over us in any branch of art or manufacture they appear to owe to this study. I have collected in a foot-note extracts from memorials to the Royal Commissioners of the Exhibition of 1851,* from the great

stimo- s to ne- sity of ling these

* *From Birmingham.*

"Your memorialists have long felt the necessity of some more extended system of practical and scientific education in England, which should place within the reach of the industrial classes a much higher standard of scientific attainments than they can now ever hope to possess without very ample means. Your memorialists are convinced that, with greater facilities in elementary scientific education, intimately connected with, and always accompanied by practical illustrations and manipulations, there would be found as much original genius and talent to develop in the people of this country as in those of the great continental states of Europe; and that such development would greatly facilitate the maintenance and extension of our manufactures and commerce."

From Bristol.

"It would be superfluous in your memorialists to point out the advantages resulting to our artisans from having within their power the means of obtaining, at a moderate expense, a sound scientific and practical education in those branches of trade or manufacture to which their lives are to be devoted. These advantages are too obvious and well known to your Honourable Board to require more than a simple allusion to them; and your memorialists think that no more legitimate mode of applying the surplus at your disposal can exist than by appropriating it to the elevation of the character and intellect of the British workman, to whose skill and ingenuity (however untutored) the Great Exhibition owes so much, by encouraging discovery, stimulating industry, and offering him the same facilities for acquiring knowledge in his profession which are enjoyed by his foreign competitors."

From Hull.

"Your memorialists are in a position, from their connexion with the import and export trades, to state that the increased facilities of transport have of late years produced a greater distribution of fuel and of raw materials over the world; and that the increased facilities thus afforded obviously necessitate an increased amount of knowledge, in its adaptation to manufactures, because the raw material, once from local circumstances confined to one country, now, at a reasonable rate, is made available to all countries. Your memoralists are informed that the great continental states of France and Germany are so fully convinced of this circumstance that they have established central colleges and provincial schools of arts and manufactures, which are exercising much influence in the progress of industry. Your memoralists perceive that, unless a system of industrial education is extended to this country, so as to enable our manufacturers to apply increased science and skill to their manufactures, England cannot keep her position in the great industrial competition of all nations; a competition which has for its effect the increase in value of skill and intelligence, as applied to the manufacture of that raw material, which, by the facilities of transport, is becoming decreased in price. Your memorialists see, therefore, to themselves a great advantage in giving to manufacturers the means of acquiring a scientific knowledge of the principles of their industries, so that they may apply them with the best advantage to their respective wants."

From Oldham.

"Your memoralists regret that there does not exist in this country any national institution devoted to instruction, on a similar basis to the schools of arts and manufactures established in France and Belgium, which, by imparting to their students the knowledge of the principles on which all improvements must be founded, have *contributed so largely* to the development of manufacturing skill."

manufacturing and commercial towns, bearing testimony to this fact. The memorials are published in the Second Report of the Commissioners. to subject of elementary instruction.

My report on this subject would be incomplete if I did not advert to the great and important services which the Society of Arts has of late years rendered to the cause of education, and especially during the year when Mr. Harry Chester was chairman of its executive council. The great assembly of delegates from other similar institutions, affiliated to it in the great towns and manufacturing districts of the country, bore a conclusive testimony to the great power over the education of the people which is vested in its hands. Society of Arts.

The idea of assembling, under the auspices of the Society of Arts, from all parts of the world, examples of what have been well called the "material aids" to education, in an Educational Exhibition, was in itself new and original, and in its results it has been interesting and successful. That elementary teachers were not generally able to avail themselves of the opportunities for improvement which this exhibition afforded would have been a subject for lasting regret,* if your Lordships had not determined to make the exhibition permanent. It is not unlikely to lead to the formation of similar exhibitions on a smaller scale, in some of our provincial towns; an object to which the attention of Diocesan Boards of Education might perhaps with advantage be directed. Education exhibition of Society of Arts.

A prize offered by the Society of Arts for the best case of mathematical instruments for the use of schools, and another Prize apparatus of Society of Arts.

From Sheffield.

"Your memorialists recognise in such institutions a wise intention on the part of foreign governments to develop manufactures, by applying increased science, skill, and intelligence to their cultivation. They feel that, in the increasing competition of the world, it is necessary to join education to practice; and, although they do not think that a practical education in industrial science can ever of itself make manufacturers, they are fully convinced that when the scientific principles of manufactures are more thoroughly understood by practical men, they will better be able to apply them with advantage in their respective industries, and to promote economy and improvements in manufacturing processes."

From the Staffordshire Potteries.

"Your memorialists are confidently of opinion that a more extended and practical system of scientific education is necessary in this country, a system which should offer on readily available terms to the industrial classes of England a much higher standard of productive acquirements than they now possess, and that ample facilities for a sound elementary education, in intimate connexion with, and accompanied by, practical illustrations, alone are wanting to develop in our artists and artisans as large an amount of genius and talent as is evidenced in the best productions of the great continental emporiums, and also that such a development would greatly tend to the increase of our manufactures and commerce."

* I believe that it would be a great advantage to teachers to place them in possession of the interesting catalogue of the Exhibition.

for a box of colours, having resulted in the production of instruments and colours excellently adapted to their use, and at a cost so low as to place them within the attainment of the humblest schools,* the society has offered prizes for a school microscope, and for a teacher's or student's microscope;† the cost of the former being limited to 10*s.* 6*d.*, and of the latter to 3*l.* 3*s.*

nt for aratus.

Your Lordships having placed at my disposal the sum of 100*l.* to procure specimens of apparatus and diagrams for adoption in training schools, I have expended of that sum 40*l.* 16*s.* 2*d.*:—‡

1st. In printed diagrams in ink from large wooden blocks, and coloured afterwards in water colours.

2nd. In a portion of the map of Asia, printed from wooden blocks and rollers in distemper colours, according to the process used in printing paper-hangings by machinery.

3rd. In a school telescope.

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* The cost of the box of instruments is 2*s.* 6*d.*, and of the box of colours, 1*s.* The makers of the former are Messrs. J. M. & H. Cronmire, of the Commercial Road East; and of the colours, Mr. J. Rogers, 133, Bunhill-row, and Mrs. Miller, 56, Long Acre.

† The following are the conditions on which the prizes are offered:—

For a school microscope, to be sold to the public at a price not exceeding 10*s.* 6*d.*, the Society's medal. To be a simple microscope, furnished with powers as low as those of a pocket-magnifier, for the purpose of observing flowers, insects, &c., without dissection. The lenses should range from two inches to one-eighth of an inch; the focal adjustment to be by rack-work, extending sufficiently above the stage to allow a thick object to be brought under the lowest power. It should be furnished with plyers, a concave mirror, and an illuminated lens, also a live box, or, instead of it, two or three glass cells of different depths, a few slips of common glass, and a few pieces of thin glass for covers. Makers are requested to state at what additional price they will undertake to supply a doublet of one sixteenth or one twentieth of an inch, applicable to any instrument as above described.

For a teacher's or student's microscope, to be sold to the public at a price not exceeding 3*l.* 3*s.*, the Society's medal. To be a compound achromatic microscope, with two eye-pieces and two object-glasses; one magnifying 120 diameters with the lower eye piece, the other magnifying 25 diameters with the lower eye-piece. It should be furnished with a diaphragm, having various sized openings, mirror, side illuminator, live box, forceps stage, and case.

In the event of the medal being awarded, the Council is prepared to take 100 of the smaller, and 50 of the larger microscopes, at the trade discount.

The instruments for which the medals shall be awarded will be retained by the Society as standards, and the successful competitors must enter into a guarantee to supply their microscopes at the foregoing prices, and of equal quality with those retained, and to change them if not found satisfactory.

	£	*s.*	*d.*
‡ For drawings - - - -	5	0	0
For wooden blocks for diagrams - -	11	11	0
For rollers and blocks, for printing part of a map by machinery, in distemper colours -	13	2	6
For a school telescope - - -	11	0	0
For carriage, &c. - - - -	0	2	8
	£40	16	2

The experiment of printing maps by the process used in the printing of paper-hangings by machinery has, in my opinion, succeeded. The advantages of this method, as compared with the ordinary one, lie, first, in the brightness and distinctness of the distempered colours used, as compared with the ordinary method of printing the black lines with plates, and colouring afterwards with water colours by hand; and, secondly, in the extreme cheapness with which, when the rollers are once made, the maps can be produced.* The disadvantage lies in the prime cost of the rollers, of which one must be used for every different colour. A great improvement has been introduced of late years in chart drawing, by the use of what are called "contour lines," which represent to the eye very accurately the differences of surface level.† Each line follows upon the map a given level above that of the sea, and the successive lines represent levels equi-distant above one another. Thus, seeking for the line which corresponds to the sea level, and counting the lines which intervene between it and the line passing through any given point, we can tell the elevation above the sea level of that point. "Contour lines" would be much more easily produced by the rollers used for distemper painting than the lines by which mountain ranges are represented in ordinary maps; and it would be an advantage that the line representing the sea level might be coloured differently from the rest.

Diagrams for instruction in practical science

The preparation of educational diagrams has been taken up with great success by a society, supported by voluntary contributions, called the "Working Man's Educational Institute."‡ Their diagrams, which are of a very large size, are printed on cloth from zinc plates, and coloured by the hand. The large sale which they command has enabled the society to procure the services of skilful draughtsmen, and nothing can be more excellent for their object than some of the geographical and historical series which they have produced. The Department of Science and Art has, moreover, undertaken the production of diagrams for teaching practical science in schools; and, when their series is completed, nothing more in respect to such diagrams will probably remain to be done.

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* Maps of twice the linear dimensions or four times the area of the Irish maps might, for instance, be printed in sheets (allowing for the expense of paper and printing only) for 2*s.* each.

† An example of a map of this kind, copied from a French chart of the country about Sebastopol will be found in the number of the Quarterly Review for December 1854.

‡ The offices of the society are in King William Street, Strand.

Appropriation of remainder of grant.

Under these circumstances it has occurred to me that what remains of your Lordships' grant would be well applied for the objects contemplated by you in making it, if it were offered, through the medium of the Society of Arts, as a prize for some kind of scientific apparatus useful in schools; and, as the school telescope* which I have caused to be constructed, although in some respects a good instrument, does not satisfy the conditions of economy, strength, steadiness, and durability, so far as to adapt it for use in elementary schools, perhaps I may be allowed to suggest that 40*l.* might be set apart as a prize for the best school telescope, to be sold with its stand complete for such a sum, not exceeding 5*l.*, as the committee to whom the Society of Arts will probably refer the awarding of this prize may determine. A second prize of 20*l.* may, I think, be offered with advantage for a school air-pump, which should be of cast iron.

I have the honor to be, &c.

HENRY MOSELEY.

To the Right Honorable
The Lords of the Committee of Council on Education.

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* It was made by Mr. Cooke, of York.

Report, for the Year 1854, *on the Church of England Training Schools for Schoolmistresses; by Her Majesty's Inspector of Schools, the* Rev. F. C. Cook, M.A., &c.

My Lords, December 1854.

During the months of April, May, June, and September this year I was engaged in the inspection of the following institutions for training female teachers:—Brighton, Cheltenham, Derby, Gloucester and Bristol Training School at Fishponds, near Bristol; the Home and Colonial in Gray's Inn Road, London; Norwich, Rochester, Diocesan Training school at Hockeril, Salisbury, Warrington, Whitelands, and York. All these institutions have been previously visited, and described in former reports, with the exception of the Gloucester and Bristol Training school, which was opened in the beginning of this year for the reception of students. In examining these schools I was assisted by Her Majesty's Inspectors of the districts in which they are situate, and the special reports on them are based upon our joint observations. As in former years, we met the committees of management in every institution, and conferred with them, as also with the principals and teachers, on a great variety of points connected with the actual condition and future prospects of female training.

The steady and continuous increase of these institutions is most remarkable. Before the year 1838 there was not a single institution in this country for the special training of schoolmistresses. There are now eleven, not including the school at Truro, in Cornwall; five of these have been established since the year 1851, viz., Cheltenham, Derby, Rochester, Norwich, and Gloucester and Bristol. At Brighton and Salisbury, the establishments have been transferred from small and inconvenient premises, to new buildings of considerable extent, and remarkable for the completeness of their arrangements. The buildings at Whitelands, Warrington, and the Home and Colonial have also been greatly enlarged. At present there is accommodation for 680 students in these institutions; I found 538 in residence. Brighton,* Derby, Cheltenham, the Home and Colonial, and Whitelands had their full number; York,

* The students were in the old premises at the time of the inspection.

Salisbury, and Rochester about two thirds of the number they could accommodate; at Warrington rather less than half the dormitories were occupied, but the applications for admission were increasing; at Norwich, and Gloucester and Bristol, which supply accommodation for 100 students, only 22 were in residence. There is every reason to believe that most of these institutions will be filled in the course of another year.

From this statement it appears that allowing two years for training, the actual supply of trained schoolmistresses amounts to 269, and that the possible supply, supposing all the institutions to be filled, cannot exceed 340 annually. There are not sufficient data to enable any man to say, what number of schoolmistresses are actually required every year in this country; but there are facts which prove that the demand far exceeds this supply. I have stated in former reports, and have the authority of the principals of all these institutions to repeat the statement, that the applications for teachers are continually increasing, and are far more numerous than they can meet. There is reason to believe that no less than 8,000 female teachers are employed in girls', infants', and mixed schools connected with the Church of England, and although many of these may be situate in poor districts, and offer an inadequate remuneration for a trained schoolmistress, yet a large proportion are only kept in an imperfect state, by the impossibility of procuring more efficient teachers. The girls' schools actually inspected last year amounted to 1,079. The infants' and mixed schools, of which by far the larger number are under mistresses, to 2,122. In these it may be fairly assumed, that trained teachers would be generally employed if they could be had.

These facts make it certain that too many institutions have not yet been established, and they make it probable that more may be required within a few years.

The following Tables show the income and expenditure of ten institutions during the present year.*

* These accounts were made up and forwarded in January 1855. They did not reach me until this report was in the printers' hands, and I have therefore not been able to use them in this report. The accounts of Cheltenham cannot be separated from those of the male training school. Those from Salisbury have not yet been received. The income does not include grants from the Committee of Council

	INCOME.						EXPENDITURE.						
——	Endowment or Investment.	Subscriptions.	Donations or Collections.	Students' Fees.	Other sources.	Totals.	Salaries.	Books and Apparatus.	Exhibitions.	Household.	Buildings.	Other Items.	Totals.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Brighton	- - -	320 0 0	- - -	235 0 0	56 15 6	611 15 6	160 10 0	8 11 4	- - -	407 15 0	- - -	52 11 8	628 17 0
Cheltenham	—	—	—	—	—	—	—	—	—	—	—	—	—
Derby	- - -	316 9 0	- - -	411 11 10	1 0 3	728 1 1	268 15 0	66 6 11	- - -	767 19 3	- - -	22 12 9	1,295 15 11
Gloucester & Bristol	3 5 0	232 14 0	- - -	118 11 0	- - -	374 10 0	324 0 0	4 3 7½	- - -	395 9 2½	- - -	160 15 0½	904 8 7½
Home & Colonial	- - -	814 10 0	1,297 9 0	3,253 16 8	247 3 9	5,712 19 5	1,819 2 10	107 8 4	- - -	3,785 18 3	225 2 9	342 17 3	6,280 9 5
Norwich	- - -	217 18 6	144 9 11	- - -	- - -	362 8 6	410 0 0	- - -	24 0 0	238 9 5	- - -	- - -	672 9 5
Rochester	- - -	725 7 0	102 10 9	232 13 0	26 5 0	1,086 15 9	493 16 0	91 2 5	16 0 0	908 16 7½	63 1 11	193 13 7	1,766 9 10
Salisbury	—	—	—	—	—	—	—	—	—	—	—	—	—
Warrington	- - -	375 10 8	- - -	458 0 0	- - -	833 10 8	539 7 1	48 14 2	48 15 0	650 5 5	- - -	60 0 0	1,356 1 8
Whitelands	- - -	1,638 19 6	9 0 0	1,551 2 4	186 6 8	3,385 8 6	1,108 0 0	169 0 3	- - -	2,711 0 6	—	—	—
York	- - -	237 4 3½	271 18 6	- - -	100 9 0	609 11 9½	200 12 0	23 4 3½	36 10 0	563 16 5½	21 13 0	50 6 0½	896 1 9½
Totals	3 5 0	4,998 12 11	1,825 7 6	6,260 14 10	617 19 8	13,704 19 11	5,324 2 11	518 10 6	125 5 0	7,038 10 1½	309 17 8	902 17 1	13,730 11 8½

The number of officers in many institutions has been considerably increased within the last few years. The complete organization of a large training school is a matter of much difficulty and expense. For sixty students, a chaplain, superintendent, and three governesses are necessary, and if moderately remunerated, the cost of such a staff would amount to 480*l.* From the opposite Tables it will be seen that the actual expenditure under this head does not fall much short of this estimate. Seven training schools have permanent chaplains, viz. Whitelands, the Home and Colonial, Warrington, Rochester, Norwich, Derby, Gloucester and Bristol, and the duties of this officer are fairly provided for in other institutions.

In almost every training school there is a resident superintendent. The total number of governesses employed is 20, many of whom hold first-class certificates. This proportion is not sufficient; and I have taken especial pains to press upon the managers in many cases, the importance of increasing the number. The success of the system depends mainly upon the care bestowed upon the students individually. The most able lectures given to large classes of students are of little permanent benefit, unless they are carefully recapitulated, and reproduced orally or in writing. These exercises cannot be properly revised without a large proportionate number of well-trained governesses. The managers are now generally aware of this fact, and the deficiencies still observable are to be attributed partly to inadequate pecuniary resources, and partly to the difficulty of finding persons properly qualified by attainments and habits. I am of opinion that some change may be advantageously made in the examination of teachers appointed to these situations.

The general progress of these institutions may be estimated by the total number of certificates obtained in each year since 1847.

	1847.	1848.	1849.	1850.	1851.	1852.	1853.	1854.*
Whitelands	21	26	24	31	22	20	69	84
Brighton	–	–	–	2	1	5	7	6
Cheltenham	–	–	5	15	15	22	38	43
Derby	–	–	–	–	–	6	14	18
Home and Colonial	–	–	8	29	27	41	56	50
Salisbury	8	6	6	5	10	19	18	32
Warrington	–	2	5	14	13	13	20	35
York and Ripon	–	4	7	8	9	7	9	11
Truro	–	–	–	–	–	–	1	–
Norwich	–	–	–	–	–	–	9	9
Rochester	–	–	–	–	–	–	13	34
Bristol	–	–	–	–	–	–	–	6
	29	36	55	104	107	142	254	328

* Received while this report was passing through the press.

There can be no doubt that so regular an increase in the number of candidates, and in the proportion of successful to unsuccessful candidates, is a sure indication of progress in the intellectual training of the students. It corresponds remarkably with the external growth of the institutions, with the annual increase of grants made by your Lordships, and with the improved organization of the several institutions, as recorded in previous reports. It may further be regarded as a proof, that the examination-papers during the last few years have generally been well adapted to the course of studies.

These results depend, moreover, as I shall presently have occasion to show, upon a general and very marked improvement in those subjects of instruction which all persons must admit are most important for the teachers of elementary schools.

In the report of last year, I submitted to your Lordships various considerations tending to prove that a course of two years' training is indispensable to the formation of a good schoolmistress, not only in the case of those young persons who enter the Normal schools without any special preparation, but also of those who have passed through the regular period of apprenticeship in elementary schools. Since that time, your Lordships have passed Minutes, which the managers of the training colleges have accepted with much satisfaction, making it all but imperative on candidates to remain two years. This will affect the arrangement of the pupil's studies to a considerable extent, more especially in those institutions where it has hitherto been customary to give only one year's training. I have conferred with the committees of management and with the principal officers in each institution this year, in order to ascertain their intentions, and to collect the results of their experience. I have also compared very carefully the results of previous examinations in every subject, and collected, partly from my own revision of a large number of papers during several years, and partly from the recorded marks and opinions of my colleagues, a variety of facts which suggest important inferences. On each subject I now propose to make a few remarks,—1, on the actual and comparative proficiency of the candidates in different years and in different institutions; 2, on the positive and relative value of each subject to a schoolmistress, and on the extent to which it may be advantageously carried; and, 3, on the modifications which it may appear desirable to introduce into the examination, and the mode of estimating the results.

Taking the general results of the last examination at Christmas 1853, I find this proportion of marks given for each of the principal subjects: —

—	Excellent, good, or fair.	Moderate, imperfect, or failure.
Holy Scripture - - -	227	80
Catechism, Lithurgy, &c. -	228	79
Grammar - - - -	250	57
Arithmetic - - - -	227	80
Domestic Economy - -	226	81
English History - - -	168	139
Geography - - -	148	159
School Management - -	180	127

The correspondence between the marks on the five subjects which stand first on the list is remarkable. The papers were revised by different Inspectors, and this table presents perfectly independent results.

I proceed to consider each subject in detail.

Religious Knowledge.

The following table shows the comparative results of the examinations in five successive years.

	Holy Scriptures.		Catechism, Prayer-book, and Church History.	
Years.	Excellent, good, or fair.	Moderate, imperfect, or failure.	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - -	22	122	59	85
1850 - - -	117	58	115	60
1851 - - -	125	88	58	157
1852 - - -	191	81	179	83
1853 - - -	227	80	228	70

These two papers in each year have been revised by different Inspectors. In three out of five years the results have been almost identical. With one exception, that of the paper on the Catechism in 1851, the progress since 1849 has been continuous and very satisfactory. It may safely be affirmed that every certificated teacher who has obtained good marks at these examinations possesses an accurate knowledge of the text of Holy Scripture, and that she has been well instructed on the practical and doctrinal teaching of our Church, as conveyed in its authorized formularies. A fair proportion

have, moreover, a general knowledge of the leading events of Church history.

The comparative proficiency of the students in each institution is shown by the following table, which also gives the number of candidates, and the average time of their training.

COMPARATIVE RESULTS of the last EXAMINATION in HOLY SCRIPTURE.

—	Excellent or good.	Fair.	Moderate.	Imperfect or failure.	Total Number of Candidates.	Average Time of Training.	
						Years.	Months
Brighton - -	1	5	–	–	6	1	4¼
Cheltenham -	15	19	17	3	54	1	3 4/27
Derby - -	7	13	3	1	24	1	6¼
Home and Colonial	16	24	17	2	59	1	2⅜
Norwich - -	4	6	–	–	10	1	1½
Rochester - -	7	5	–	–	12	1	–¾
Salisbury - -	10	13	10	2	35	1	6 1/35
Warrington -	8	9	8	–	25	1	8 1/25
Whitelands -	33	22	15	–	70	1	6 7/10
York and Ripon	5	5	1	1	12	1	6½

From this table, which I earnestly commend to the consideration of the principals of training schools, it appears that three institutions, Brighton, Rochester, and Norwich, of which the latter had not been opened two years, presented no candidate who obtained a lower mark than "fair" for Holy Scripture; that of ninety-five candidates from Warrington and Whitelands, none were marked as "imperfect" or "failure;" and that more than one-third of the whole obtained marks, which imply that difficult questions in this paper were answered to the entire satisfaction of the examiner.

It is not necessary to dilate upon the importance of this subject. The managers and the students are alike aware that an accurate knowledge of the written Word of God is the first requisite for a schoolmistress; that a deficiency in that knowledge would indicate, in persons possessing such advantages of early teaching, a radical indifference to sacred things; and that it is incomparably the most effective instrument for developing their mental faculties, as well as their spiritual affections. There is happily no question raised upon this point. Nor can it be doubted, comparing the results of the examination in religious and secular subjects, that the standard of attainment has been fairly adjusted. The papers have not been too difficult; they have given sufficient scope to the

most advanced candidates, and sufficient opportunities to all who possessed a sound though less comprehensive knowledge. The only question is, whether it would be advisable to set two sets of papers, corresponding with a graduated course of lectures extending over two years.

Considering these facts, I am unwilling to propose any great change. I do not find that the principals are generally disposed to adopt a distinct course of lessons for the students in the first and in the second year. The classification according to proficiency, which is essential for lectures, does not at all correspond with that according to seniority. The Queen's scholars, and indeed most of the students, have passed through the entire course previously, and require frequent examination, recapitulation, &c., rather than a distinct series of lessons. They are, or they ought to be, generally speaking, conversant with the Four Gospels, the Acts of the Apostles, the chief historical books of the Old Testament, the Messianic prophecies, and also with the history and contents of the Prayer-book,—subjects upon which they are periodically examined during the five years of their apprenticeship. The examination at the end of each year should be adapted to that amount of knowledge about the utility of which there is no question, and which has been proved by repeated trials to be really attained. At the last, and at former examinations, a large proportion of the most complete and satisfactory papers were worked by students who had been only one year under instruction. This was the case with the twelve candidates from Rochester, of whom seven obtained the highest, and the remaining five satisfactory marks. The only modification which appears desirable will be the extension of the supplementary portion of the examination-paper.

Arithmetic, &c.

COMPARATIVE RESULTS of the EXAMINATIONS in ARITHMETIC for Five Years.

Year.	Excellent, good, or fair.	Moderate or imperfect.	Failure.	Total.
1849 - - -	47	78	19	144
1850 - - -	43	105	27	175
1851 - - -	76	103	36	215
1852 - - -	68	112	96	276
1853 - - -	227	71	9	307

COMPARATIVE RESULTS of the last EXAMINATION, Christmas, 1853.

——	Excellent or good.	Fair.	Moderate.	Imperfect or failure.	Total of Candidates.
Brighton - -	–	5	1	–	6
Cheltenham - -	10	23	11	10	54
Derby - - -	3	9	8	4	24
Home and Colonial	13	37	7	2	59
Norwich - -	2	5	2	1	10
Rochester - -	2	8	1	1	12
Salisbury - -	4	13	6	12	35
Warrington - -	5	15	2	3	25
Whitelands - -	18	47	2	3	70
York and Ripon -	2	6	4	–	12

From these tables it appears that the improvement since 1849 has been continuous, with the exception of one year, 1852; and it would seem that the failure then had a great effect upon the teachers and students. The results of the last examination indicate a most remarkable increase in the efficiency of the instruction. The improvement, moreover, has been general. In three institutions only,—Salisbury, Derby, and Cheltenham,—the proportion of "good" marks to the total is still unsatisfactory. Omitting them, we find that 206 out of 236 produced "good" or "fair" papers.

This result proves that the standard of attainment is one which the vast majority of the students can reach with proper exertions. The examination-paper last Christmas was certainly not more difficult than in former years, and the revision was entrusted to an experienced Inspector, thoroughly conversant with the subject. At Whitelands, out of seventy candidates, only five obtained lower marks than "fair," with an average training of two years; at Rochester the proportion was ten to two, with an average training of one year. So far as regards the candidates' powers, it would therefore be quite safe, if it were desirable, to propose questions of greater difficulty, or even to introduce higher branches of arithmetic.

I am, however, clearly of opinion that all objects which are really worth contending for will be accomplished, if papers such as have hitherto been proposed are worked with increasing success. They involve a thorough knowledge of all that can possibly be needed by a schoolmistress, and are sufficient to excite the candidates to great exertion, and to encourage habits of close attention, accuracy, and thoughtfulness; but some modification in the form and arrangement of this paper may be advantageously introduced. The attention of the principals has been especially called to the importance of in-

structing students in decimals, with reference to the conversion of money, weights, and measures to an uniform system. In all these institutions regular instruction is now given in this, which, for the future, will form a permanent subject of examination.*

Grammar.

COMPARATIVE RESULTS of the EXAMINATIONS in GRAMMAR.

Years.	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - - -	29	105
1850 - - - -	90	77
1851 - - - -	84	101
1852 - - - -	96	176
1853 - - - -	250	57

RESULTS of the EXAMINATION of 1853.

—	Excellent or good.	Fair.	Moderate.	Imperfect or failure.
Brighton - - -	–	6	–	–
Cheltenham - -	3	40	9	2
Derby - - -	2	11	11	–
Home and Colonial -	4	37	8	10
Norwich - - -	–	10	–	–
Rochester - - -	5	7	–	–
Salisbury - - -	–	22	10	3
Warrington - -	3	22	–	–
Whitelands - -	6	61	3	–
York and Ripon -	–	11	1	–

In no subject was improvement more needed, in none has it been more remarkable within the last year. The number of unsatisfactory papers is reduced since 1849 from 105, upon a total of 134, to 57, upon a total of 307; while the number of "good" or "fair" papers upon the same totals has increased from 29 to 250. This is not entirely owing to the introduction of Queen's scholars; for the result of the Christmas examination in 1852, when they bore nearly the same proportion to the entire number of candidates, was far less satisfactory. I attribute it to the increased exertions of the teachers, to the growing conviction that the subject must receive more attention, and to the improved system which has been generally introduced. The attention of students was formerly distracted by reference to a variety of grammars, based upon different principles. At present, most institutions

* See letter in Appendix.

adhere to a single text-book, and give whatever additional information they consider necessary in oral lectures. Much remains to be done, in order to simplify and explain the laws of language, and to divest the subject of technical terms, which are formidable obstacles even to the classical student, and a source of indescribable confusion and perplexity to young women, acquainted with no other language but their own.

I cannot, however, look without some apprehension at the results even of the last examination, confirmed and tested as they have been by my inquiries in this year's tour of inspection. Only twenty-three papers were entirely satisfactory, and the vast increase in fair parsing does not indicate a thorough perception of the laws which regulate the construction of language. Unless the exercises of the students in college are carefully revised, and the number of teachers engaged in this duty somewhat increased, the improvement is not unlikely to pass away. It will be remarked that nearly all the papers with low marks came from Cheltenham, the Home and Colonial, Derby, and Salisbury. The attention of the managers will of course be directed to the causes of this comparative deficiency. Having taken pains to examine the students in many institutions orally, I am glad to say that I, and those of my colleagues who assisted me in the several districts, found them generally better instructed in the analysis of sentences than in any former year. I must especially record our satisfaction with the improvement at Salisbury and Derby, and with the intelligence of the students at York, Rochester, Warrington, and Norwich.

I am of opinion that the form of the examination-paper on this subject may be sufficiently modified, without altering the standard, which I believe to be generally approved.

I regret very much that some standard work of English literature has not been agreed upon as a special subject of examination in each year.

Domestic Economy.

COMPARATIVE RESULTS of the EXAMINATIONS in DOMESTIC ECONOMY, since 1849.

Year.	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - - -	72	72
1850 - - - -	83	75
1851 - - - -	97	118
1852 - - - -	208	65
1853 - - - -	226	81

COMPARATIVE RESULT of the EXAMINATION of the TRAINING SCHOOLS at Christmas, 1853.

	Excellent, good, or fair.	Moderate, imperfect, or failure.	Total.
Brighton	5	1	6
Cheltenham	40	14	54
Derby	15	9	24
Home and Colonial	50	9	59
Norwich	10	–	10
Rochester	10	2	12
Salisbury	13	22	35
Warrington	19	6	25
Whitelands	59	11	70
York and Ripon	5	7	12

The improvement in this subject has also been continuous since 1849, with the exception of one year, 1851. It has, in fact, been much greater than the numbers in the table indicate; the questions have gradually been made more searching, and the answers have contained more accurate as well as more extensive information. It is perfectly true that the results do not correspond with the comparative attainments of candidates in practical housekeeping. The papers from institutions where no special instruction is given are sometimes better than those from others where great attention has been given to the subject. Indeed, the goodness of the answers depends more upon good sense, general information, and habits of observation, than upon the system of training in each institution. But all this may be admitted without any disparagement to the effect of written examinations. It is mainly because such examination is known to be regarded as indispensable to success, that a complete syllabus has been formed, and a course of lectures given, as I believe, without an exception, in every institution. And I have reason to know that a large proportion of students spend much time in collecting interesting and useful information from books on this subject. The study of common things,* which has lately been urged with so much earnestness by many distinguished persons, has taken this direction in most institutions, and many valuable lessons on matters touching the health, comfort, and personal

* In all my early reports upon the training institutions, beginning with that upon Salisbury in 1847, the study of "common things" (*i.e.* practical knowledge of all matters connected with housekeeping and the objects that surround people in ordinary life) was strongly pressed upon the attention of managers.

habits of the industrial classes, have been given, in my hearing, to attentive classes of girls. I do not propose to make any alteration of importance in the form of this paper.

English History.

COMPARATIVE RESULTS of the EXAMINATIONS in ENGLISH HISTORY since 1849.

	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - - -	33	111
1850 - - - -	109	46
1851 - - - -	129	82
1852 - - - -	139	133
1853 - - - -	168	139

COMPARATIVE RESULT of the EXAMINATION of the TRAINING SCHOOLS at CHRISTMAS, 1853.

	Excellent or good.	Fair.	Moderate.	Imperfect or failure.
Brighton - - -	–	3	3	–
Cheltenham - -	2	18	11	23
Derby - - -	1	14	6	3
Home and Colonial -	3	13	13	30
Norwich - - -	–	8	2	–
Rochester - -	–	5	7	–
Salisbury - - -	2	16	8	9
Warrington - -	9	14	2	–
Whitelands - -	18	37	11	10
York and Ripon	4	6	1	1
	59	129	64	76

From these tables it appears that a great improvement has taken place since 1849; and that it was began immediately after, and probably in consequence of that examination. The largest proportion of satisfactory papers was in 1850; since then it has remained nearly stationary, not much exceeding one half of the entire number of candidates.

The institutions which have done best in this subject are Warrington, Whitelands, York, and Norwich. The papers from Warrington, especially, have been favourably noticed by the examiners during the last three years. At Cheltenham and the Home and Colonial the progress is very unequal; while some students have given satisfactory proofs of a general

and accurate knowledge of history, a large proportion in both institutions have evidently neglected the subject altogether.

These results accord entirely with my own observation. It is exceedingly difficult to arrange the work of a large institution so as to give a good course of lessons on history with less than two years' training. At Cheltenham and the Home and Colonial, the average time of the candidates little exceeded one year. It ought, however, to be admitted, that every schoolmistress should be well grounded in some good text-book of English history. The Queen's scholars cannot have passed through their apprenticeship uninformed in the general facts which form part of their examination from the third year and onwards. And although it may not be practicable to go through the whole period, even in outline, all candidates ought to be prepared to answer easy questions at the end of the first year. I am further of opinion that one considerable portion of history should form the subject of series of lectures for the more advanced students. Until last year, the training-schools came to a general understanding among themselves as to the period to be selected, but the arrangement has not been found to work well; and, after consulting all the principals, I have undertaken to adopt a different course, which, it may be hoped, will be satisfactory to them, and secure better results.

The paper should be in two parts:—

1. The first part in four sections, each with three questions.

All these questions should be strictly elementary, such as can be answered by any student who has read carefully the ordinary text-books used in girls' schools.

2. The second part in three or four sections.

Each section should contain four questions on one great period of English history, some of these questions with especial reference to biography.

Geography.

COMPARATIVE RESULTS of the EXAMINATIONS in GEOGRAPHY, from 1849 to 1853 inclusive.

Years.	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - - -	34	110
1850 - - - -	125	51
1851 - - - -	34	181
1852 - - - -	121	144
1853 - - - -	148	159

COMPARATIVE RESULTS of the EXAMINATION, Christmas, 1853.

	Excellent, good, or fair.	Moderate, imperfect, or failure.	Total.
Brighton - - - - -	3	3	6
Cheltenham - - - -	26	28	54
Derby - - - - -	13	11	24
Home and Colonial - - -	28	31	59
Norwich - - - - -	7	3	10
Rochester - - - -	9	3	12
Salisbury - - - - -	13	22	35
Warrington - - - -	8	17	25
Whitelands - - - -	33	37	70
York and Ripon - - -	8	4	12

In these tables, the most striking fact is the extreme irregularity and uncertainty of the results, whether we consider the different years, or the different institutions.

I have frequently stated my opinion, that the subject is really taught well in most institutions. The lectures are excellent at the Home and Colonial, Whitelands, and Cheltenham; the time allowed for study is quite sufficient, the students are interested in the lessons, generally possess a fair amount of elementary knowledge on their entrance, and give better lessons in the practising schools on this than on any other subject. I believe that the unsatisfactory results are simply to be attributed to the difficulty of ascertaining their knowlege on a subject embracing so great a variety of facts.

This difficulty may be to some extent obviated by a different arrangement of the examination paper, and a clear understanding between the examiners and the institutions as to what amount of proficiency will be considered satisfactory.

School Management.

RESULTS of the EXAMINATIONS since 1849.

Years.	Excellent, good, or fair.	Moderate, imperfect, or failure.
1849 - - - -	40	104
1850 - - - -	114	60
1851 - - - -	111	93
1852 - - - -	179	93
1853 - - - -	180	127

COMPARATIVE RESULTS of the EXAMINATION, Christmas, 1853.

—	Excellent or good.	Fair.	Moderate.	Imperfect or failure.
Brighton - - -	–	4	2	–
Cheltenham - -	10	21	21	2
Derby - - -	2	12	8	2
Home and Colonial -	8	36	15	–
Norwich - - -	1	9	–	–
Rochester - -	–	7	5	–
Salisbury - -	–	11	13	11
Warrington - -	1	7	16	1
Whitelands - -	18	25	24	3
York and Ripon -	1	7	3	1

These results indicate a general improvement, but not so great as might reasonably be expected, considering the paramount importance of the subject, the ability of the lecturers, and the peculiar advantages of professional training enjoyed by the Queen's scholars, who in the last two years bore so large a proportion to the total number of candidates.

The comparative inefficiency of the instruction in some institutions as shown by the second table is attributable to causes adverted to in special reports, which have been submitted to the consideration of the respective committees of management.

In this subject I would propose in future to set two distinct sets of papers. The first paper to contain four sets of questions on methods of teaching elementary subjects, on the management of classes, on the use of apparatus, and on notes of lessons. The second paper for students of the second year on the principles of teaching; on school organization, and on notes of lessons.

Industrial Work.—I see no reason to propose any alteration. All students at their entrance should be able to make a shirt, and I am informed by the matrons that if they can cut one out correctly, and finish it neatly, they may be considered as sufficiently expert needlewomen.

Vocal Music.—It is a general impression that there should be a much larger proportion of elementary questions in this paper, but I have referred the subject to others more competent to form an opinion. This remark applies also to the written questions on drawing.

Reading.—In each institution this year I have heard the students read prose and verse. I am satisfied that unless they lose their self-possession, and fail to do themselves justice, a *very large* proportion will obtain high marks at the next *examination.*

INSPECTORS' REPORTS on the LESSONS given, in their presence, by STUDENTS.

Comparative Results of the last Examination.

—	Excellent or good.	Per-centage.	Fair.	Per-centage.	Moderate.	Per-centage.	Imperfect, or failure.	Per-centage.
Brighton - -	–	–	4	56·66	2	33·33	–	–
Cheltenham -	18	33·33	30	55·55	6	11·11	–	–
Derby - -	5	20·83	18	75·00	1	4·00	–	–
Home and Colonial	27	45·77	29	49·15	3	5·08	–	–
Norwich - -	3	30·00	6	60·00	1	10·00	–	–
Rochester - -	2	16·66	10	83·34	–	–	–	–
Salisbury - -	14	40·00	16	45·71	5	4·20	–	–
Warrington -	18	72·00	6	24·00	1	4·00	–	–
Whitelands - -	23	32·08	35	50·00	1	1·22	11	15·70
York and Ripon -	1	8·33	8	66·67	1	8·33	2	16·66

This table represents the judgment of ten Inspectors upon lessons averaging about twenty minutes, given in their presence by the candidates to classes of some twenty or thirty children. It would obviously be unfair to draw very stringent conclusions as to the comparative efficiency of the institutions from such data, although the results correspond to a greater extent than I should have expected with my own observations.

Professional Training.—In last year's report I entered fully upon various points connected with this special work of training institutions; viz., the thorough instruction of the students in the principles and art of teaching. The teachers of training schools, whom I consulted during this year's tour of inspection, generally concur in the following observations.

Elementary Methods.—The first, and if well understood by the teacher, the easiest work of a training school, is to make each student practically conversant with the method of teaching every subject of elementary instruction. Last year I stated what I considered to be requisite for the accomplishment of this object. I will now state what is actually done.

In most institutions a master or mistress of method has a written syllabus, containing minute directions for every detail of instruction in elementary schools. Portions of this syllabus are read in the form of lectures, with suitable comments and illustrations. They are then written out by the students, either from memory or from dictation, which, in a subject requiring so much exactness, appears to be the better system. I have this year recommended the teachers to exchange copies of the syllabus, used by them respectively. This may lead gradually to the adoption of certain complete systematic types,

although an entire uniformity is not to be expected, considering the radical differences of opinion, and consequently in method between the followers of Pestalozzi, Stowe, Bell, Lancaster, and other writers on education. At Cheltenham, the Home and Colonial, Warrington, and Whitelands, one officer is specially, although not exclusively, engaged in this work; Brighton, Derby, Norwich, and Rochester, have each a good syllabus, and arrangements are generally made to supply what has hitherto been a desideratum in other institutions.

The still more important question as to the practical working out of the respective systems cannot yet be answered in so satisfactory a manner. I regret to say, that there appears to be little hope that committees of management will act generally upon the suggestion which I, and my colleague the Rev. H. Moseley, have so frequently urged upon their consideration. Only one institution has a model school strictly speaking, that is, a school distinct from the practising school, in which the best system of organization and method can be exemplified and presented to the students as a model for their imitation. In some localities it would be difficult, in others perhaps impossible, to collect a sufficient number of children to fill both a practising and a model school, but I adhere to my opinion, and indeed am more confirmed in it by every year's additional observation, that it ought be regarded as an all but indispensable adjunct to a training institution.

Proceeding to the question of what is done in the practising schools, I find a wide diversity of system in the employment of students. There are not many institutions in which the students spend sufficient time in the schools to become thoroughly conversant with the details of method. The practice varies; at Whitelands, for instance, each student passes upon an average eight weeks in the school in the course of the year; in some it would appear that scarcely four weeks are so employed. With a general system of two years' training there will be less temptation to curtail the time devoted to this essential portion of the student's work.

Before a student gives lessons on any subject, it should be ascertained whether she thoroughly understands what she is about to teach, and can give a clear and detailed account of the management of her class during the lesson. I fear that this is not generally done with sufficient care and minuteness, and that in some instances, the students receive either contradictory or unsystematic directions from the teacher of method, and the mistress of the practising school. When I have believed this to be the case, I have brought it under the notice of the principals and committee of management, who must, of course, desire that the system they have adopted should be

practically carried out. An alteration which I have proposed in the mode of ascertaining the skill of the first year's candidates after the Christmas examination, may have some tendency to correct this evil, but it must depend mainly upon the exertions of the local superintendents.

The lessons given by the students, after such previous preparation, ought to be carefully watched, and to be regularly criticised by the teacher of method. In institutions where that officer is not too much occupied by other conflicting duties, this appears to be done effectively; in others, it is recognized to be a function of the office; in some, it appears to be systematically neglected. I am convinced that it is quite useless to set students to practise teaching in a class unless their defects are clearly pointed out immediately after school hours, and the suggestions then made, together with practical exemplifications, be recorded in a note book. It is mainly because this important duty requires much time and attention, that I consider a teacher of method to be necessary in all training schools. In small institutions the mistress of the practising school may do the work herself, provided she has an efficient assistant for the ordinary school business, but in all institutions where the number of resident students exceeds thirty, I believe that the time of such an officer would be fully employed in giving lectures on this subject, in correcting exercises, and in directing, superintending, and afterwards criticising the students' lessons.

The preceding observations apply to class-teaching, in which I believe there has hitherto been a general want of practical instruction. There is no such complaint to be made with regard to the collective lessons. The attention of teachers has been directed to these, and with very remarkable success. I have this year, as usual, heard lessons in every institution, delivered by students after previous preparation, criticised by their fellow-students, and afterwards reviewed by the teachers. The remarks in former reports, upon the ability with which these lessons are generally conducted, might be repeated, with this addition, that I and my colleagues have had the satisfaction of recording a favourable opinion of the progress in some institutions where some deficiency had been previously noted. We were especially struck by the modesty, and apparent absence of self-consciousness, of many students who managed children with great skill, and delivered their lessons with much animation and talent.

The preceding remarks apply chiefly to the details of method, although it is obvious that the lectures on the routine of school work, and the criticisms upon lessons, give ample opportunities to explain and inculcate the principles upon

which the methods depend; and, judging from the contents of such handbooks as have come under my observation, and from the tenor of those lectures which I have had the advantage of attending this year, those opportunities are turned to good account. Within no long time we may expect to have complete treatises upon the art of teaching, not resting upon extraneous theories, but the spontaneous and natural growth of practical experience, guided and corrected by reference to ascertained principles of mental science.

It has been suggested that works on moral philosophy, on the mental faculties, on the physiological as well as spiritual peculiarities and development of humanity, especially in young children, might be advantageously placed in the hands of the most intelligent students. I have, however, long been convinced that there is no book sufficiently concise and simple, and recognized generally as sound in principle, to be safely recommended. And I am further of opinion, that although the teachers of method ought to be conversant with the best works on the subject, and that such works should form part of the library in each institution, the lecturers will be more likely to perplex than to enlighten the minds of the students, unless they succeed in divesting these subjects of all technical peculiarities, entirely avoid all reference to controversial questions, and carefully adapt their lessons to the capacity of their pupils. With these cautions, which may appear too obvious to require notice, but which are often overlooked, a course of such lectures might be very useful.

Another question, of more immediate and practical urgency, is that connected with the general organization of schools. I cannot say that enough is done to instruct the students thoroughly in this subject; and so far as I can judge from the papers on school management which I have revised during the last four years, there is a general want of clear views and accurate information. It appears to me that in every institution the students should have the model of a girl's school, perfectly arranged, with the best apparatus, and with a time-table carefully constructed, showing exactly the distribution of the teaching power at any given hour, and the exact mode of the employment of the principal teacher and her assistants.* Some models in the late Educational Exhibition are well adapted for this purpose; and it would be inexcusable if any institution fail to supply what is at present a too general deficiency.

But it is not sufficient to show students what can be done in a school built on the best principles, and perfect in its arrange-

* I have prepared such a time-table.

ments. They will often be placed in schools, constructed with reference to a different system, which cannot be arranged so as to meet what they have been accustomed to regard as indispensable conditions of effective teaching. They ought, therefore, to be prepared to adapt their system and method to those peculiarities in the shape and arrangements of school-rooms, which cannot be altered without an unreasonable expense. The windows, doors, fire-place, the proportions of length and breadth, often make it impossible to place the parallel desks, the gallery, the desk of the mistress, or the forms, in accordance with the model which they have studied in the training school. The lessons on school organization should, then, include a complete series of practical instructions, illustrated by large diagrams, drawings, and models, showing them how to make use of all tolerable school-rooms, so as to secure those results which alone prove the efficiency of a school. These lectures will have the immense advantage of teaching students to discriminate between essentials and non-essentials, to cast off the pedantry of mere routine, and to acquire a certain flexibility of action, perfectly compatible with fixed principles and completeness of system. I have frequently found teachers utterly at a loss to organize a school in rooms which, for all practical purposes, were as convenient as the best models exhibited this year at St. Martin's Hall.

The subject of professional training is of such paramount importance, that I have not hesitated to recur to points which have been discussed in previous reports, the more especially as the value of any remarks depends mainly upon their being the results of repeated observation and conference with those persons whose time and attention are exclusively directed to educational questions.

Industrial Training.—The extent to which a system of industrial training should be introduced is a point upon which the managers of these institutions are by no means agreed. In some the students pass some time in the kitchen and laundry, attend to their own rooms, clean their own shoes, keep small gardens in order, and receive instructions regularly from the matron or superintendent. I am informed, and have reason to believe, that such employment has a very happy effect upon the manners and characters of students. That they do thus acquire knowledge that will be of practical benefit, and habits most valuable to the teachers of poor girls, cannot be questioned, and with a two years' residence, it can be done without interfering with their professional training.

I cannot conclude this part of my report without adverting briefly to a question of vital importance to the whole system of female training. It is often asked, whether the young

women thus educated become sober-minded, practical, and efficient schoolmistresses. I believe that impressions unfavourable to the system originate partly in deep-seated prejudices against the progress of education, and partly in want of fair allowance for the peculiarly trying circumstances in which most of the younger teachers are placed. But cases of failure in efficiency are by no means common, and in moral conduct they are extremely rare, as I have ascertained from the reports of my colleagues, and from the principals and managers of all the training-schools. I have ample reason to believe, and feel bound to state my opinion, that as a class, the schoolmistresses who have been trained since 1839 have won the general confidence and esteem both of schoolmanagers, and the parents of their scholars, and that the schools conducted by them are in a satisfactory state, not only in point of attainment, but of moral discipline and religious character.

Indeed the training of these young women has been of a peculiarly searching and practical character. From childhood they have been educated under religious influences; they remain in their proper and natural station; the temptations to which they are likely to be exposed are well understood by the superintendents of training schools, and form a special subject of daily admonition and advice; their personal habits are carefully scrutinized, and any dangerous tendencies are soon detected, and repressed. It is impossible to watch the demeanor of the students in most of these institutions without feeling how deep and penetrating are the influences at work in moulding their character, chastening their tastes, and disciplining their affections, and thus preparing them for the manifold trials and responsible duties of their vocation. I cannot observe these things, and see what the students are during their residence in these schools, without feeling perfect confidence in the general result.

BRIGHTON.—Visited by me and my colleague, the Rev. W. H. Brookfield, on the 29th, 30th, 31st of May.

The institution has undergone no change since last year. The premises in West-street are still occupied, and the staff of officers is the same.

The Rev. H. Foster, honorary chaplain and secretary.
Miss Rumney, chief governess and superintendent.
„ T. Stammers, second governess.
„ M'Nair, mistress of the practising school.

The number of students now in residence is eighteen, of whom five are Queen's scholars. There is not accommodation for a larger number on these premises.

We heard lectures given by the governesses on methods and principles of teaching, on reading, physical geography, grammar, &c. It is evident that great pains have been taken, and that considerable skill has been displayed in the adaptation of the instruction to the wants and capacities of the students.

The Rev. J. Griffith has given some valuable lessons on the elementary

principles of geometry. Such instruction when, as in this case, of a simple and intelligible character, is calculated to produce a good effect upon the minds of young women.

We also attended a model or normal lesson given by the mistress of the practising school. Notes of this exercise are taken by the students, and revised by the mistress, who takes this opportunity of explaining the principles which should guide a teacher in the composition and delivery of collective lessons.

A very careful and valuable syllabus of the course of instruction in each subject of elementary teaching has been prepared by Miss Rumney. Each student on leaving the institution ought to be conversant with the details of method, and to understand the principles on which they rest.

We inspected the new buildings, which, it is expected, will be open before Christmas for the reception of forty students. This edifice is well situated, very striking in external appearance, and well arranged.

Bristol—Gloucester Diocesan Training School.—This institution is in the parish of Stapleton, at a village called Fish Ponds, about four miles from Bristol. The situation is central and convenient. The general effect of the building is remarkably good; a simple, yet varied outline, terminating at the one end by a handsome chapel, at the other by the principal's house. The internal arrangements are, generally speaking, complete and commodious, although it may be regretted that the plan did not provide one large room in which all the students might be collected for lectures and examinations, and that the dormitories were not more roomy and comfortable. The substitution of a pavement of cement for flooring in the dormitories, appears to me to be injudicious, involving a considerable expense in the first instance, easily getting out of repair, and being inferior to wood in the great requisites of comfort and cleanliness. I regret to state, that owing to circumstances beyond the control of the managers, this substitution has been in what may be termed a transitional state during the past year. The number of students in residence is only eleven, of whom three are Queen's scholars. Judging from the rapid increase in other new institutions, I have little doubt that in two or three years the building, which affords accommodation for sixty-five, will be occupied. In the meantime the proportionate expense is heavy, and will not be met without difficulty. It has also been found impracticable to procure a sufficient staff of teachers. At present the instruction is mainly conducted by the clerical principal, whose exertions are inefficiently seconded by a temporary assistant. A governess, who came with strong recommendations and a high certificate, was removed for very sufficient reasons, and the managers have hitherto in vain sought for a thoroughly qualified successor. I cannot refrain from stating that during a considerable part of this year, the place of such a governess was supplied by a daughter of the Bishop of the diocese, who gave regular, and as I am informed, most valuable instruction on more than one subject.

The staff at present consists of—

Rev. W. Smith, principal, chaplain, and lecturer.
Miss Manby, superintendent.
,, Boland, temporary governess.
,, Daffin, mistress of the practising school.
Mr. Ferrier, drawing master.

These officers all reside on the premises.

Notwithstanding the deficiency in teachers, the students appear to be making satisfactory progress in most subjects of instruction.

Miss Manby, who is responsible for the general discipline, has hitherto taken no part in the teaching. It is understood however, that she will give instruction in domestic economy.

The students attend the daily service, morning and evening, in the chapel. The theory of music is taught by a clergyman, nearly connected with the

principal. This is gratuitous. No provision has been made for regular instruction in drawing.

The practising schools afford accommodation for a larger number of girls and infants than will probably be supplied by the adjoining district. They are handsome, well-built rooms. The arrangements of the girls' school require some modification, The discipline is good, and the instruction is likely to be conducted with care and skill by the present mistress, who, though young, has much experience, and has shown great power in managing children under difficult circumstances. Placed at the age of sixteen, in a large school in Bethnal Green, she conducted it with remarkable success during six or seven years, and obtained a second-class certificate for attainments, while engaged in this laborious and anxious work.

The managers intend to carry on a middle school, but without interfering with the organization of the training school. A mistress has been appointed, but few scholars at present attend.

Some addition to the apparatus, and some changes in the system, in order to give the students more complete and methodical knowledge of school-keeping, were recommended by me at the conference with the managers.

CHELTENHAM FEMALE TRAINING SCHOOL.—Visited by my colleague, the Rev. H. W. Bellairs, and myself, in June. We found seventy-two students resident, of whom thirty-four are Queen's scholars. The officers of the institution are—

Mrs. Hobart, superintendent.
Miss Reynolds, principal governess.
„ Hutchings, assistant governess.

Lessons are also given to the students by Mr. Gill, Mr. Ross, Mr. Sutcliffe and other professors from the male training school. The principal, the Rev. H. Bromby, gives frequent lectures, and exercises a general authority and superintendence over the institution.

The instruction given by these officers is efficient. The papers of the candidates at the last examination indicated considerable ability, and a wide range of information. There was perhaps less accuracy than might have been expected, and the proportion of failures was not altogether satisfactory. We are of opinion that another governess or teacher would be well employed in examining and correcting papers, and getting up the daily work. No talent in lectures will compensate for any deficiency in this most laborious department of a training school. Hitherto the superintendent has not taken any active part in the instruction of the students.

The professional training of the students receives due attention. They attend the practising schools, one of which, the girls', is well conducted by a certificated teacher, under the superintendence of Mr. Gill, the master of method. A complete syllabus of lectures, entering fully into the principles and details of school management, has been prepared by Mr. Gill, whose lectures are energetic and able. The lessons and the criticisms of the students are carefully directed and commented upon very closely and systematically by this professor. Without entering into the question as to the extent to which collective lessons and the system of simultaneous teaching may advantageously be introduced into girls' schools, we have pleasure in stating that great pains and much ability have been brought to bear upon the development of the system adopted in this institution.

The students do not receive any practical instruction in domestic economy.

We are under the necessity of reporting to your Lordships, that this institution is seriously deficient in some points of importance. There are more persons now residing in the house than can be properly accommodated. The dormitories are in consequence overcrowded, and the arrangements for washing, &c. are altogether insufficient. In one dormitory there are nine, in *another eight* beds, without any division; in each of these rooms only *four washing-stands*. The bed-rooms down stairs are quite unfit for students, and

even in the largest rooms the compartments are small and inconvenient. The dining-room is much too small. The lecture-rooms are not large enough, and the arrangements are very inconvenient. There is no sitting-room for invalids. There is a bath-room, but so situated as to be of little use. There is no library, no cabinet of objects, and the large piece of ground is not properly laid out for purposes of exercise and recreation. We are aware that the committee have been scantily supplied with funds, and that they have been much pressed by applications for admission; but considering the large number of Queen's scholars, and the extent and importance of the institution, all changes that are requisite ought to be made without further delay.

DERBY—LICHFIELD DIOCESAN TRAINING SCHOOLS.—Visited by me, in company with my colleague, the Rev. J. J. Blandford, June 1854. We found thirty-eight (thirteen of whom are Queen's scholars) students in residence, there being accommodation for forty. During the last two years the institution may be regarded as having the full average complement of students contemplated by the managers, who are of opinion that a larger number cannot be trained with equal care and success. As the period of training is, upon the average, two years, it follows that the institution will supply somewhat less than eighteen mistresses annually, which can scarcely meet the wants of a diocese with a large number of schools, in agricultural parishes, superintended by female teachers.

The teachers and officers are the same as last year, viz. the Rev. J. Latham, chaplain and secretary.

Miss Richardson, superintendent. This lady was about to leave when we visited Derby. Her loss will be much felt; her health has suffered from overexertion and anxiety.

Miss Bradshaw, governess.

Miss Lloyd, assistant governess.

The instruction given by Miss Bradshaw is remarkable for completeness, accuracy, and intelligence. We were less satisfied with the lessons of her assistant. There was much inequality in the papers produced by the students at the last examination, and we were struck this year by the manifest disparity between the attainments of the two classes of students. Without two efficient teachers it is impossible to instruct thirty-six young women, thoroughly, many of whom are exceedingly ill-informed at their admission into the institution.

The students derive very great benefit from the model lessons given by the governess, and from her criticisms on their lessons, which are exceedingly valuable. They have, however, hitherto not had a good model in the practising school, nor a complete and systematic course of instruction in the details of method and organization.

Since last year some improvements have been made in the grounds, which are well laid out with gardens neatly kept by the students.

We recommended the managers to make some additions to the library and apparatus. We also think it desirable that a cabinet of objects, illustrating lessons on natural history and common things, should be gradually formed.

HOCKERILL, BISHOP STORTFORD—THE ROCHESTER DIOCESAN TRAINING SCHOOL.—Visited by me and my colleague, the Rev. J. G. G. Fussell, in June 1854. We found 40 students in residence, of whom 26 are Queen's scholars. It is satisfactory to remark this great increase in so short a time; the institution opened in 1852, twenty-five students entered in 1853, of whom twelve attended the Christmas examination, and all obtained certificates. The staff consists of—

Rev. I. Menet, chaplain, secretary and general superintendent.

Mrs. Bush, superintendent.

Miss Kyberd, principal governess.

Miss Nash, assistant governess.

Miss Radcliffe, *temporary* assistant.

Miss Temple, mistress of mixed practising school.
Miss Kent, infant school.
Mr. Martin, teacher of music.
Mr. Dellas, teacher of drawing.

Mrs. Bush has replaced Miss Russell, who left early in the year. The industrial training is not perfectly organized, but it is the intention of the managers, as well as of the officers, to give the students a thoroughly practical knowledge of housekeeping.

The results of the last examination fully bore out the opinion which I expressed as to the ability and efficiency of the teachers. I would particularly call attention to the fact that in the papers on religious knowledge, English grammar, and English history, each revised by a different Inspector, none obtained a lower mark than fair. In no paper, excepting music and drawing, was the general result unsatisfactory. This year there was some reason to apprehend that the energies of the teachers would be overtasked, and their health sustain serious damage. The appointment of a second governess, which was decided upon at the conference with the committee, will be a great relief.

The students have fair means of learning school management; but much still remains to be done to bring the work of the practising school to bear systematically upon their training in the principles and methods of elementary instruction.

In addition to the remarks previously made upon the school buildings, I would observe that the substitution of cement for wooden flooring has not been satisfactory—that the dormitories were chilled by the numerous windows, and that considerable expenses have already been incurred in repairs. These are points which the founders of new institutions will do well to consider in making contracts with architects.

HOME AND COLONIAL SOCIETY'S TRAINING SCHOOL, GRAY'S INN ROAD.—The arrangements and organization of this institution have not undergone any change since my last report. This year I was assisted by H.M. Inspector of schools, E. Carleton Tufnell, Esq., who passed several days with me, during which we attended lectures given by all the professors, inquired into the condition of the institution, and the progress of the students, and examined the practising and model schools. It might suffice to refer to the accounts given in former reports, which describe the efficiency of the instruction, and more especially the completeness of the professional training, the zeal and abilities of the officers, and the general excellence of the system adopted in this institution.

The following statement contains the observations made by myself and Mr. Tufnell.

We found 162 students in residence, of whom 47 were Queen's scholars. The fees paid by the students vary from 15*l.* to 30*l.* per annum, and on a system which appears to be judiciously adapted to the circumstances of education.

	£	s.	d.
Students not under 24 years of age, to be trained for infant schools - - -	15	0	0
Do. 21 „ „ -	20	0	0
Do. 21 years of age, to be trained 18 months for girls' or infant schools -	25	0	0
Do. 18 years of age, to be trained 2 years for girls' or infant schools -	30	0	0
Queen's scholars - - - -	Free.		
Students under 18 years of age - - -	25	0	0

The income derived from this source is very considerable, viz. 3,253*l.* 16*s.* 8*d.* *in the year ending* December 31, 1854. It may be questioned whether *Queen's scholars of* the 2nd Class ought to be admitted on the same terms

as those of the first; but the arrangement could not be altered without a general agreement between the managers of training schools.

We feel bound to express our opinion that the accommodation for so large a number of students is not complete, or, in all respects, satisfactory. This is owing mainly to the situation of the institution, which, with some peculiar advantages, makes it scarcely possible to command sufficient space for internal arrangements, much less for recreation and exercise. No blame can be imputed to the managers, but we cannot make a fair report without again calling attention to the fact.

The following list of officers shows the completeness of the educational arrangements :—

Names.	Office.	Duties.
Rev. J. J. Evans - -	Chaplain -	Religious instruction.
Mr. R. Dunning - -	Professor -	Theory of education.
Miss M. E. M. Jones -	Governess -	General instruction.
„ A. Lewis - -	Do. -	Do.
„ Chessar - -	Do. -	Do.
„ Sunter - -	Do. -	Do.
„ Derrick - -	Do. -	Do.
Mr. Reiner - - -	Teacher -	Arithmetic and natural history.
„ Chenn - - -	Do. -	Gymnastics.
„ May - - -	Do. -	Vocal music.
Mrs. Ridley - - -	Do. -	Drawing.
Miss Brass - - -	Do. -	Do.
Mr. Coghlan - -	Do. -	Geography.

The expense of so large a staff is of course very considerable, amounting this year to 1,819*l.* 2*s.* 10*d.*, but the salaries are low considering the ability and attainments of the teachers. The managers have shown a wise liberality in this first essential of good instruction, and we are convinced that the result upon the development of the students' minds, and especially upon their professional training, is most important. The written examinations, although indicating a satisfactory amount of attainment in a large proportion of the candidates for certificates, scarcely do justice to their qualifications, which consist rather in habits of thought and judgment than in actual acquirements. The names of many of the above-named teachers have been mentioned in former reports, especially those of Mr. Dunning, Mr. Reiner, Mr. Coghlan, and Miss Jones; in fact all the lectures which we heard this year appeared to us remarkable for good arrangement, copious knowledge, and happy illustration.

Upon the practising school I think it right to print the following observations by Mr. Tufnell; at the same time premising that, while I fully agree with him in the estimate which he has formed of the general efficiency and complete organization of the practising schools, and of the merits of some late alterations in infant school teaching, I do not coincide with him, or with the managers of the institution, in the belief that it is necessary or desirable to introduce a new system of teaching the elements of reading into our schools. The following reasons appear to me conclusive against the expediency of so great a change;—

1. At present, in all good schools, children learn to read with perfect ease at a very early age. In the schools of this institution, children who left the infant school at the age of 6 to 9 years, could read easy narratives correctly and with much *facility*. And it must be remarked, that reading was not re-

garded by the managers formerly as the first, or even one of the first, requisites in infant education. Where equal skill, and more special attention are devoted to this subject the progress is quite satisfactory. I have taken pains to ascertain the comparative proficiency of children educated in good schools in England, Belgium, and Germany, and am quite convinced that it is greater in this than in either of those countries. The Germans have adopted what they call the "Lautivmethode," for which their language presents peculiar facilities, some years, and the children generally read clearly, accurately, and with a good intonation; but in no respect better than in *good schools* where the old system has been exclusively pursued in this country.

2. Unless the new system were universally adopted, the confusion produced by its introduction would be an evil of no ordinary magnitude. Owing to the migratory habits of the parents, which depend upon causes not likely to be removed, the children in all districts, and especially in the metropolitan, generally pass through several schools before they are ten years old. If they were brought under a totally different system in each school, it is not difficult to realize the consequences. They would be disheartened, placed below children their inferiors in attainments, and waste precious time in unlearning all they had exerted themselves to acquire. And this would be equally the case whether they went from the old to the new, or from the new to the old system. It is also most certain that the prejudices of the teachers in both cases would be strongly excited, and that instead of encouraging a child, they would be tempted to exaggerate his deficiencies and to contrast his progress with that of their own pupils. Of course there is not the least prospect that this or any other system can be introduced universally in a country so remarkable for spontaneity and independence as this, but if it were possible, the interim between its first introduction and general adoption would be one of such disorder and waste that nothing short of a proved inefficiency in existing methods would justify the trial.

Remarks by Mr. Tufnell.

"The most marked feature of this institution is the excellent practising schools, which contain 600 children, divided into every description of school, which may serve as a model of what is or ought to be met with in every part of the kingdom. But it is not solely in its wealth of specimens of the way in which children of any description may be taught that the merit of this Society consists; it is more specially commendable for its readiness to test, and adopt, if found successful, any improvement in the art of teaching that may be promulgated elsewhere.

"Two such improvements, that were brought under their notice in the Educational Exhibition set on foot by the Society of Arts, are now under trial, and it may be useful to give a short account of them.

"The first, introduced from Germany, called the 'Children's Garden,' seems simply a development in a particular direction of a system of infant training long familiar to the Home and Colonial schools. It mainly consists in giving the infants thin pieces of deal, cubes and similar toys, of which something different may be made, and then exercising them in arranging these various articles according to forms dictated by the teacher. In short, it is a plan for combining amusement with instruction, and exercising the ingenuity and inventive powers of infants.

"The second novelty, which is of far greater interest and importance, is a trial of the method of teaching children to read by the Phonetic system. The method at first sight appears very complicated and repulsive, as the alphabet consists of 40 letters, many of them, of course, of novel form, and the books look as if they were printed in the Russian language. The plan adopted for testing it is the sensible one of setting two infant classes, neither of whom could read, to learn reading, one by the Phonetic, the other by the *ordinary mode.* At the commencement, both these classes knew the English *alphabet,* which was a disadvantage against the Phonetic cause. We heard

the progress after seven weeks trial of the rival systems, when there could be no doubt that the Phonetics had beat the other class. We set them to read a song, which they had never seen before, and it was read off fluently without hesitation or mistake by the whole class. The following is one of the verses so read:—

"When the snowing's done,
And the frost begun,
Playthings will be found
On the snowy ground.
Men we'll build, and balls we'll pelt,
Till the snow begins to melt,
Then at home we'll all remain,
Till dry weather comes again.

"It is obvious that no child taught on the common plan could read such verses as the above at sight with seven weeks instruction. However, the experiment will not be complete, till the transition is made from the Phonetic to the ordinary characters. This we are assured is not found to take more than a month, and if such shall prove to be the case, it will be difficult to withstand the evidence in favour of this system. Teachers, both in England and America, who have tried it, are unanimous in ascribing to it the important effect of enabling the pupil to attain in a very much shorter time than is usually required, a much greater degree of accuracy in reading, pronounciation, and spelling. It has been remarked also at the Home and Colonial schools, as elsewhere, that the children take greater delight in reading on this plan, apparently from the ease with which the ordinary difficulties in reading are surmounted, and this drudgery avoided. The *Phonetic* system must not be confounded with the *Phonic* system, which was once sanctioned by the Committee of Council, and which simply teaches the powers of the English letters, without introducing any new forms. It is also necessary to observe, that the Phonetic plan proposes no innovation in the ordinary methods of spelling or writing. Its strange letters are simply means to enable a child to conquer the ordinary difficulties in learning to read in a much shorter space of time than is commonly employed, and are all laid aside in five or six moths. Some courage is requisite to introduce a new plan of teaching to read, especially when such uncouth characters as the Phonetic are used, but we have thought it proper to mention it, as the experiment is characteristic of the absence of any bigoted attachment to old forms that distinguishes the Home and Colonial schools, and of a readiness to improve: that is one main source of the excellence and success of their general management.

"I have thought it right to give an account of the Phonetic system, as lately introduced into the Home and Colonial schools. The objections, however, to introducing a new plan of teaching reading, as stated by Mr. Cook, which I have only seen since writing the above, appear to me so strong, that I much doubt the expediency of continuing this novelty."

Norwich.—Visited in September by myself and the Rev. W. Campbell, Her Majesty's Inspector Assistant to the Rev. M. Mitchell. The appointments in this institution are unchanged since last year.

Principal, Rev. A. Bath Power.
Matron and Superintendent, Miss Goodacre.
Governess, Miss Mott.

The number of students in residence is nine, of whom five are Queen's scholars. It is to be regretted that so few have entered. Norwich lies somewhat apart from the general routes, and this institution must depend for its supply mainly upon Norfolk and Suffolk, in which the number of pupil-teachers and certificated schoolmistresses, though increasing, is still inconsiderable.

The number of teachers annually required for girls and mixed schools is more than could be supplied were the institution quite full, and it may be hoped that greater exertions will be made by school-managers to send pupils who may benefit by the great, and in some respects peculiar, advantages here offered. The course of instruction is complete and thoroughly practical, and the model schools are in a high state of efficiency.

SALISBURY DIOCESAN TRAINING SCHOOL.—I inspected this school with my colleagues, the Rev. W. Warburton and the Rev. E. Douglas Tinling; the latter attended by the special request of the bishop, part of this diocese being situate in his district. We found 59 students in residence, 22 of whom are Queen's scholars. The building affords accommodation for 60.

The bishop of the diocese continued to act as secretary at the date of our visit. We cannot refrain from noting how deeply this institution is indebted to the late, as well as to the present bishop for the interest they have taken in its well-being, an interest evinced not only by munificent contributions, but by regular watchful superintendence of all its proceedings.

The institution is conducted by

Mrs. Duncan, superintendent, and principal governess.

Miss Barrett, assistant governess.

Miss Maria Goddard, second governess.

The Rev. E. Collard lectures and gives lessons on arithmetic, the English language, and on the principles of school management.

Mr. Tiffin, drawing master.

With regard to the instruction of the students, we have to record our opinion that it is steadily improving, and in a satisfactory condition. Hitherto the intellectual training of the students was comparatively imperfect owing to a variety of obstacles now happily removed. Mrs. Duncan, who has been the responsible manager from the first establishment of the school in 1839, has always shown great ability and energy in the discharge of duties only too complicated and onorous for one person however strong. But during many years her assistant teachers were inefficient; the students who entered were for the most part excessively ignorant, and the amalgamation of industrial with scholastic occupations was attended with considerable difficulty. At present, the staff of teachers bears a fair proportion to the number of students, and their work is well done. The results of the examination were not unsatisfactory compared with former years. But if we may judge by the oral examination, and by the lessons given in our presence by the officers, we may expect a far more favourable result next Christmas. We have especially to record our opinion, that the students read not only with perfect fluency, but with a remarkably clear perception of the meaning and of the beauty of passages selected from our great poets. They passed a good examination in geography and arithmetic, and the note books which we inspected showed that good lessons had been well understood and carefully reproduced. The parsing, however, was imperfect, excepting in the case of a few students. Hitherto it has always struck those most conversant with the institution, that the written papers of the candidates did imperfect justice to the teachers and to their own real attainments. This will probably be no more the case. With regard to the industrial work, good arrangements have been made since our last visit, Midsummer 1853; and there is no reason to fear that the present amount of employment, in itself so valuable to teachers of elementary schools, will interfere with their professional training.

The students are well trained in the principle of teaching large classes. In no respect is the progress of improveme n tmore striking than in the lessons given by the students, and the critical remarks upon those lessons under the superintendence of the Rev. E. Collard. We feel some doubt, however, about a point at least equally important to schoolmistresses, viz., whether they have *sufficient means of* learning the best system of teaching each elementary subject *in classes,* and of organizing schools. The model school attached to the

institution is very small, and does not appear to reach a high standard of efficiency, while the practising school is so distant that the students cannot be under the superintendence of any officer residing in the institution. What is done appears to be well done, but not to be sufficient.

It would certainly be advantageous to have an infant school, and a mixed school for boys and girls, in the immediate vicinity of the institution, and we understand that the matter is now under consideration.

The practical instruction in all branches of domestic economy is excellent, nor is it without a manifest effect upon the character and demeanor of the students, which not only strikes those who see them under training, but is testified by the reports of most managers of schools conducted by former pupils.

The apparatus is not quite complete; globes, a cabinet of natural objects, and some additions to the library were recommended by us at the conference with the committee of management.

WARRINGTON.—This institution was visited by me and my colleague, the Rev. W. J. Kennedy, on the 16th and the two following days of May 1854. We found the following officers in residence:

The Rev. H. C. Stubbs, clerical principal.
Miss Wilson, principal governess and superintendent.
Miss Mellor, assistant governess.
Mr. Baker, master of method, superintendent of the practising schools, and lecturer on geography and arithmetic.

The number of resident students has increased from 38 to 66.

The committee of management are aware that the present staff of officers is not sufficient, and intend to appoint an additional governess.

Mr. Kennedy and I heard each of the officers give lectures on different subjects. We have to repeat our high opinion of the talents and general efficiency of the principal governess. The lectures on Scriptural subjects and upon the principles of teaching given by the clerical superintendent are remarkable for copiousness of information, and also for systematical arrangement. Miss Mellor has discharged her duties with great care, and considerable success. Mr. Baker has been lately appointed. He has received a very practical training as pupil-teacher, and afterwards as organizing master in the service of the National Society. We consider that the instruction of the students in elementary subjects is complete and efficient.

This opinion, which was expressed by our report last year, has been confirmed by the results of the annual examination.

The proportion of good or satisfactory answers to the two papers on religious knowledge amounted to 68 per cent.; in arithmetic, to 60 per cent.; in English grammar, to 100; in English history, to 92; in domestic economy, to 76.

These results are very striking and show that some of the greatest difficulties in the instruction of schoolmistresses can be completely surmounted by able and diligent teachers.

The papers on geography and school management were less satisfactory. There is no reason, however, to apprehend any failure this year.

Drawing has not received due attention, and the students were generally unable to answer the paper on music proposed last year.

Mr. Kennedy and I were present at lessons given by the students to the upper class of girls from the practising schools under the superintendence of Mr. Stubbs. The criticisms upon those lessons, both from the students and the principal, showed that great pains are taken to explain the principles of teaching. The room used for this purpose is not conveniently arranged.

We have to state that the arrangements for practising the students in class-teaching are improved. The students are now thoroughly prepared by Mr. Baker, who passes much of his time in superintending this work in the

practising schools. This is in accordance with the recommendation in our report of last year, p. 495.

The domestic arrangements of the institution are much improved. A matron has been engaged, and more servants are now employed.

At the conference which we held with the committee of management, we strongly recommended them to expend some money in purchasing books for the use of the officers and students. The present library is not sufficient. We also expressed our opinion that a well-assorted selection of natural and artificial products would be of great advantage.

WHITELANDS.—No change of any importance has taken place in this institution since my last report. The same officers continue to superintend the domestic arrangements, the instruction of the students and their professional training.

Rev. H. Baber, chaplain and secretary.
W. Knighton, Esq., superintendent of the practising schools, and lecturer upon the art and science of teaching.
Mrs. Harris, superintendent of the institution.
Miss Cuckow, „ Gillott, „ Wells, governesses.
Mr. Main, professor of music.
Mr. Bowler, „ of drawing.

The institution has been quite full during the past year, 88 students were in residence when I inspected it this summer. The general health of the students has been good, but the severe visitation of cholera was not unfelt by this institution, which lost one student, who was, however, previously in a weak state of health. Although situate in the midst of a great city, the sanitary condition of Whitelands has been very satisfactory since its first establishment, a fact which may be partly attributed to the nature of the soil, the effective draining and ventilation, but mainly, to the excellence of the domestic arrangements, the care taken to give the students sufficient exercise and proper recreation, and to the personal habits inculcated and encouraged by the managers. The apprehensions entertained by many as to the physical effects of such a course of education and employment upon young women are shown to be groundless. Under good management the combination of domestic and industrial work, and teaching in schools, with religious, moral, and intellectual cultivation is found not less conducive to their bodily health than to their mental development.

There is no institution in which more pains are taken to give students a practical knowledge of all branches of domestic economy. Of course a great part of the instruction in this subject must be theoretical, but the foundation of a sound knowledge of common things is laid, and sufficient is done to give a direction to their minds and habits which, if pursued afterwards, will make them valuable and efficient teachers in industrial schools.

This year a very material impulse has been given to this important and practical subject by the liberality of a lady, who has given rewards to several students for written exercises, and lessons delivered in her presence. Such encouragement is certain to produce a great, it may be hoped, an abiding effect.

I cannot refrain from expressing my conviction that at Whitelands, and in most of the training schools, there has been for many years a marked improvement in the dress, appearance, and manners of the students, who, with a more accurate and complete education, have also learned to look rationally at the prospect before them, and to aim at those habits which are most essential to the teachers of elementary schools for the daughters of working men.

The professional training at Whitelands consists (1.) of lectures on the *principles* and methods of teaching, which are given on a complete and sys-

tematic plan by Mr. Knighton. The papers of the students, which were revised by me last year, proved that many had derived much benefit from these lessons; some, however, had evidently given too little attention to a subject which ought to be regarded by them as the especial object of their training.

2. Practice and instruction in the schools.—These schools are much more fully attended than of late years. I inspected them late in the autumn, and found them in a satisfactory condition, especially the lower mixed school, and the infants. There has been much difficulty in organizing these schools, which are taught by a succession of students, under three good schoolmistresses, and generally superintended by Mr. Knighton. I feel bound again to record my opinion that the school buildings and arrangements are not sufficiently complete for so important a situation, nor can I but regret that one school at least on these premises is not so built, organized, and conducted, as to afford a model to the district, and to the country at large. It will probably be found necessary to build a new school, when it may be hoped that this most desirable object will be attained.

3. The students give lessons, as usual, in the presence of their companions and of the teacher of method. The result was quite satisfactory to me and my colleague, the Rev. J. G. Fussell, who assisted me in the examination.

The general proficiency of the students, as compared with other institutions, is noticed in the former part of this report. I feel, however, bound to state that the religious knowledge of the students, which has always been most satisfactory, and, so far as can be tested by written papers, is comprehensive and accurate, is, in my opinion, a very true indication of the influence of religious principles and religious habits upon their hearts and minds.

York and Ripon Diocesan Training School.—I inspected this institution in company with my colleague, the Rev. F. Watkins, in the last week in September 1854. We found twenty-four students in residence, eight of whom are Queen's scholars. The resident officers at present are—

Miss Cruse, the superintendent and head governess.
„ Sampson, assistant governess.
„ Mary Cruse, housekeeper.
„ Ewer, mistress of the practising school.

Non-resident:

Mr. Birchall, a master in the male training school, teaches arithmetic, drawing, and penmanship.
Mr. Buncombe, vocal music.

Of these officers two have been appointed since last year. Miss Sampson, who obtained a first-class certificate last Christmas (1853), is charged with the instruction of the second class. The lessons which we have heard her give to the students indicate ability, and with practice and study she may be expected to become an efficient lecturer. We are also of opinion that she bestows great pains upon the preparation of the students individually, in correcting their exercises, and guiding their studies; points, in our opinion, not less important than skill in lecturing. Miss Mary Cruse, who formerly resided in the house, but without any recognized position, now relieves her sister from the cares of housekeeping.

We did not see Mr. Birchall. We have reason to believe that arithmetic is well taught. Last Christmas the results of the examination were more satisfactory than in any former year, one fourth of the candidates received the mark "moderate," and none were noted as imperfect or failures. The exercises in drawing appeared to us to be deficient in correctness of outline, as well as in simplicity and breadth. The penmanship, though neat and fluent, is wanting in firmness and distinctness.

Vocal music has been well taught.

We examined into the progress of the students in other subjects, and have the satisfaction of recording an opinion that the course of instruction is most

respects is well arranged and complete. We were especially struck by the intelligence shown by the students in the analysis of difficult sentences, and their general knowledge of the laws of language. So far as regards personal attainments, they are, generally speaking, equal to the students of most institutions.

We are, moreover, of opinion that their special training as schoolmistresses is more systematic and satisfactory than formerly, The lessons given by the students, and the criticisms upon those lessons, under the superintendence of Miss Cruse, showed that much attention has been bestowed upon this subject. The practising school has been improved in its arrangement, and the girls are instructed with care, and a fair measure of success, by an intelligent and very diligent teacher. But much remains to be done in order to give the students a clear and complete system of instruction in the details of method and of school organization in general. It may not be necessary to appoint a separate professor, but it would be advisable that one of the resident teachers should prepare a syllabus of school management, based upon simple principles, and illustrated by reference to the work done in the practising school.

The instruction in domestic economy is merely theoretical. The domestic offices are small and inconvenient; nor would it be possible to introduce any system of industrial or household training, without considerable alterations in the building.

We have also to observe, that one wing of the building, in which there are many dormitories, is much out of repair; and that several rooms require fresh papering and painting.

I have the honor to be, &c.
F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

RESULTS OF EXAMINATION.

Bishops Stortford Training School.

First Year, 21 Candidates.—Second Year, 16 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	3	3	15	12	3	1	–	–	–	–	–	–
Liturgy and Church history	–	–	6	4	10	10	5	2	–	–	–	–
Arithmetic	–	–	2	2	13	8	6	5	–	–	–	1
Industrial skill	2	3	7	6	7	4	5	3	–	–	–	–
English grammar	–	–	2	–	12	13	2	2	5	1	–	–
English history	–	–	2	1	14	11	5	3	–	1	–	–
Geography	–	–	1	3	9	9	11	3	–	1	–	–
Domestic economy	–	–	7	10	11	4	3	2	–	–	–	–
School management	–	–	–	8	6	2	15	6	–	–	–	–
Music	–	2	4	4	5	4	5	4	1	–	6	–
Drawing	–	–	–	–	1	1	8	7	11	7	1	1
Reading	–	–	4	9	17	5	–	2	–	–	–	–
Spelling	–	–	16	12	4	4	1	–	–	–	–	–
Penmanship	–	–	–	–	1	4	13	7	7	5	–	–

Brighton Training School.

First Year, 6 Candidates.—Second Year, 4 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	1	3	3	1	2	–	–	–	–	–
Liturgy and Church history	–	–	3	–	–	1	–	2	3	–	–	1
Arithmetic	–	–	1	1	1	2	2	1	2	–	–	–
Industrial skill	–	–	4	3	–	–	2	1	–	–	–	–
English grammar	–	–	–	–	4	3	1	1	1	–	–	–
English history	–	–	1	3	5	1	–	–	–	–	–	–
Geography	–	–	–	–	1	2	5	2	–	–	–	–
Domestic economy	–	–	–	–	–	2	5	2	–	–	–	–
School management	–	–	–	–	1	1	5	–	–	3	–	–
Music	–	–	–	–	–	2	1	2	2	–	3	–
Drawing	–	–	–	–	2	2	2	2	2	–	–	–
Reading	–	–	–	1	3	3	3	–	–	–	–	–
Spelling	–	–	5	4	1	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	1	5	3	1	–	–	–

Bristol Training School.

First Year, 9 Candidates.

Religious knowledge	–	–	3	–	2	–	4	–	–	–	–	–
Liturgy and Church history	–	–	2	–	3	–	4	–	–	–	–	–
Arithmetic	–	–	3	–	4	–	1	–	1	–	–	–
Industrial skill	1	–	3	–	5	–	–	–	–	–	–	–
English grammar	–	–	1	–	6	–	1	–	1	–	–	–
English history	–	–	2	–	7	–	–	–	–	–	–	–
Geography	–	–	2	–	4	–	3	–	–	–	–	–
Domestic economy	–	–	1	–	3	–	5	–	–	–	–	–
School management	–	–	–	–	4	–	5	–	–	–	–	–
Music	–	–	3	–	1	–	2	–	1	–	1	–
Drawing	–	–	–	–	–	–	5	–	3	–	1	–
Reading	–	–	4	–	5	–	–	–	–	–	–	–
Spelling	–	–	7	–	2	–	–	–	–	–	–	–
Penmanship	–	–	–	–	–	–	6	–	3	–	–	–

Cheltenham Training School.

First Year, 57 Candidates.—Second Year, 3 Candidates.

Religious knowledge	–	2	26	1	18	–	13	–	–	–	–	–
Liturgy and Church history	–	–	5	1	22	1	20	1	10	–	–	–
Arithmetic	–	–	2	–	29	3	20	–	5	–	1	
Industrial skill	3	–	13	1	23	2	16	–	2	–	–	–
English grammar	–	–	3	2	31	1	17	–	6	–	–	–
English history	–	2	10	1	36	–	5	–	2	–	4	–
Geography	–	–	2	–	25	3	18	–	11	–	1	–
Domestic economy	–	–	20	3	24	–	12	–	1	–	–	–
School management	–	–	2	3	29	–	24	–	2	–	–	–
Music	2	1	4	–	9	1	13	1	8	–	21	–
Drawing	–	–	–	–	–	–	1	–	2	–	54	3
Reading	–	–	7	1	42	2	8	–	–	–	–	–
Spelling	–	–	51	2	5	2	1	–	–	–	–	–
Penmanship	–	–	–	–	3	1	30	1	24	1	–	–

Derby Training School.

First Year, 24 Candidates.—Second Year, 8 Candidates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	1	1	6	1	9	4	7	2	1	–	–	–
Liturgy and Church history	–	–	1	–	16	5	5	3	2	–	–	–
Arithmetic	–	–	3	–	7	2	7	3	5	1	2	2
Industrial skill	–	1	14	3	5	2	3	2	1	–	1	–
English grammar	–	–	1	–	13	2	3	2	4	4	3	–
English history	–	–	–	–	11	1	7	3	3	3	3	1
Geography	–	–	–	1	9	–	9	4	3	3	3	–
Domestic economy	–	–	2	1	11	1	10	5	–	1	1	–
School management	–	–	–	1	10	–	9	4	3	3	1	–
Music	–	–	–	1	1	–	4	4	4	1	14	2
Drawing	–	–	–	–	–	2	4	1	14	3	6	2
Reading	–	–	1	–	12	4	10	4	1	–	–	–
Spelling	–	–	–	6	2	2	22	–	–	–	–	–
Penmanship	–	–	–	–	1	–	14	3	8	5	1	–

Home and Colonial (Gray's Inn Road) Training School.

First Year, 67 Candidates.

Religious knowledge	–	–	36	–	22	–	8	–	1	–	–	–
Liturgy and Church history	–	–	18	–	28	–	10	–	5	–	6	–
Arithmetic	–	–	1	–	27	–	20	–	16	–	3	–
Industrial skill	–	–	10	–	27	–	30	–	–	–	–	–
English grammar	–	–	3	–	41	–	15	–	8	–	–	–
English history	4	–	9	–	35	–	9	–	2	–	8	–
Geography	–	–	4	–	37	–	16	–	10	–	–	–
Domestic economy	–	–	14	–	34	–	19	–	–	–	–	–
School management	–	–	7	–	31	–	24	–	5	–	–	–
Music	4	–	21	–	16	–	8	–	2	–	16	–
Drawing	–	–	–	–	5	–	28	–	16	–	18	–
Reading	–	–	7	–	43	–	17	–	–	–	–	–
Spelling	–	–	62	–	5	–	–	–	–	–	–	–
Penmanship	–	–	–	–	17	–	40	–	10	–	–	–

Norwich Training School.

First Year, 7 Candidates.—Second Year, 2 Candidates.

Religious knowledge	–	1	6	1	1	–	–	–	–	–	–	–
Liturgy and Church history	–	–	1	2	4	–	2	–	–	–	–	–
Arithmetic	–	–	1	1	4	1	2	–	–	–	–	–
Industrial skill	–	–	4	1	3	1	–	–	–	–	–	–
English grammar	–	–	–	1	3	1	1	–	3	–	–	–
English history	–	1	4	–	2	1	1	–	–	–	–	–
Geography	–	–	3	2	4	–	–	–	–	–	–	–
Domestic economy	–	–	3	1	3	–	1	1	–	–	–	–
School management	–	–	–	2	4	–	3	–	–	–	–	–
Music	1	–	–	1	3	1	1	–	2	–	–	–
Drawing	–	–	–	–	4	2	3	–	–	–	–	–
Reading	–	–	–	2	5	–	2	–	–	–	–	–
Spelling	–	–	5	2	1	–	1	–	–	–	–	–
Penmanship	–	–	–	–	2	–	5	–	–	2	–	–

Salisbury Training School.

First Year, 32 Candidates.—Second Year, 16 Candidates.

	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	1	13	5	9	4	8	5	2	1	–	–
Liturgy and Church history	–	–	4	5	19	5	7	4	2	1	–	1
Arithmetic	–	–	–	1	16	5	9	4	7	5	–	2
Industrial skill	2	2	9	6	17	5	4	3	–	–	–	–
English grammar	–	–	3	1	19	8	9	4	1	3	–	–
English history	–	–	1	2	22	10	5	3	4	1	–	–
Geography	–	–	1	1	15	10	8	1	8	3	–	1
Domestic economy	–	1	8	4	7	1	12	9	3	1	2	–
School management	–	–	–	–	12	4	15	8	5	4	–	–
Music	–	3	14	3	8	5	7	3	2	2	1	–
Drawing	–	–	–	–	–	–	7	3	23	9	2	4
Reading	–	–	10	9	22	7	–	–	–	–	–	–
Spelling	–	–	26	13	6	2	–	–	–	1	–	–
Penmanship	–	–	–	–	3	5	24	5	5	5	–	1

Warrington Training School.

First Year, 33 Candidates.—Second Year, 18 Candidates.

Religious knowledge	–	1	16	9	5	5	11	3	1	–	–	–
Liturgy and Church history	–	–	5	3	10	7	10	8	7	–	1	–
Arithmetic	–	–	3	1	9	9	12	5	3	3	6	–
Industrial skill	1	3	22	8	8	7	1	–	1	–	–	–
English grammar	–	–	1	1	19	13	6	3	7	1	–	–
English history	1	–	3	6	18	10	11	2	–	–	–	–
Geography	–	–	2	–	10	10	10	7	10	1	1	–
Domestic economy	–	1	8	5	11	7	13	4	1	1	–	–
School management	–	–	2	1	9	6	17	10	5	1	–	–
Music	5	–	2	3	7	10	6	2	6	3	7	–
Drawing	–	–	–	–	1	–	8	3	21	11	3	4
Reading	–	–	1	1	24	14	7	7	1	–	–	–
Spelling	–	–	27	14	4	4	1	–	1	–	–	–
Penmanship	–	–	–	–	–	–	18	8	15	10	–	–

Whitelands Training School.

First Year, 52 Candidates.—Second Year, 35 Candidates.

Religious knowledge	–	4	20	17	28	14	4	–	–	–	–	–
Liturgy and Church history	–	–	9	6	30	20	10	9	3	–	–	–
Arithmetic	–	3	9	12	37	19	5	1	1	–	2	–
Industrial skill	2	3	17	11	18	12	13	9	–	–	2	–
English grammar	–	–	1	7	31	25	17	3	3	–	–	–
English history	3	3	11	18	33	14	5	–	–	–	–	–
Geography	–	–	5	14	16	19	24	2	6	–	1	–
Domestic economy	–	2	15	17	26	9	11	7	–	–	–	–
School management	–	–	6	24	24	8	22	3	–	–	–	–
Music	28	17	11	12	6	3	5	2	1	–	1	1
Drawing	–	–	–	–	–	1	9	15	37	15	6	4
Reading	–	–	32	35	19	–	1	–	–	–	–	–
Spelling	–	–	45	35	6	–	1	–	–	–	–	–
Penmanship	–	–	–	1	15	19	29	11	8	4	–	–

YORK AND RIPON TRAINING SCHOOL.

First Year, 11 Candidates.—Second Year, 2 Candidates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.		No.		No.		No.		No.		No.	
	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.	1st Year.	2nd Year.
Religious knowledge	–	–	5	2	4	–	2	–	–	–	–	–
Liturgy and Church history	–	–	1	1	8	1	2	–	–	–	–	–
Arithmetic	–	–	2	–	4	1	4	–	1	1	–	–
Industrial skill	–	–	3	1	7	–	–	–	–	–	1	1
English grammar	–	–	1	1	7	1	2	–	1	–	–	–
English history	–	–	–	2	9	–	2	–	–	–	–	–
Geography	–	–	2	–	2	2	3	–	4	–	–	–
Domestic economy	–	–	4	1	2	–	5	1	–	–	–	–
School management	–	–	2	–	4	1	5	1	2	–	–	–
Music	–	–	–	–	2	1	2	1	3	–	2	–
Drawing	–	–	–	–	–	–	1	1	10	1	–	–
Reading	–	–	–	2	10	–	1	–	–	–	–	–
Spelling	–	–	10	2	1	–	–	–	–	–	–	–
Penmanship	–	–	–	5	4	2	7	–	–	–	–	–

APPENDIX B.

WHITELANDS TRAINING INSTITUTION.

In my report on Whitelands, I have observed that a very material impulse has been given to the study of domestic economy by the liberality of a lady. The following account has been published in the monthly paper of the National Society:—

"During the year 1854 Miss Burdett Coutts paid frequent visits to this institution, and expressed a desire to know to what extent and with what view industrial training was carried on. Having heard several lessons given by the officers and students, Miss Coutts proposed a subject for an essay, and kindly examined the several essays written by the students during the Easter vacation. In the autumn Miss Coutts renewed her visits, and after much personal observation, selected six pupils; one, on account of the excellence of her essay; two, on account of the peculiar aptitude which they displayed in communicating to children the knowledge of common things; two, on account of their special readiness and ability to make themselves generally useful; and one, on account of her skill in needlework. The last five gave lessons to classes of children in the presence of Miss Coutts; and on Friday, December the 8th, Miss Coutts gave a prize to each of the six. These prizes consisted of two volumes illustrative of the Scriptures, three work-boxes, and a pencil-case. Miss Coutts allowed the whole body of the pupils to be present when she gave away her prizes. To those to whom Miss Coutts gave the books, she remarked that the word of God, in addition to its sacred character, was peculiarly instructive as the book which suggested *the true motives*, and held out the highest encouragement to usefulness, *briefly illustrating* her remarks by a reference to the story of Joseph. To the

others she remarked that her presents would remind them of the affectionate care with which Mrs. Harries had prepared them for true usefulness; and expressed a hope that what Mrs. Harries had done for them would enable them to mould and form the characters of many others. Miss Coutts also kindly expressed a wish to see the notes of the lessons that her prizeholders might give in the schools which were about to be put under their care. Miss Coutts then made a few remarks to the rest of the pupils, telling them why she had taken an interest in the cause of education, and pointing out to them the advantage and necessity of paying marked attention to the feminine and useful duties of their calling; and with many kind words she said goodbye, promising at no distant time to come amongst them again.

"The chaplain requested permission from Miss Coutts to print the notes of lessons which she had rewarded, with a few preliminary remarks; to which Miss Coutts obligingly acceded, and further replied that she could supply some additional remarks descriptive of her intentions in general, and her opinion of the particular performances which had come under her notice.

"Although the essay was too long to be printed, Miss Coutts' remarks upon it are given.

"'DEAR SIR, Holly Lodge, Highgate, 16 December 1854.

"'I RETURN the copies of the five lessons, and the papers on domestic and industrial subjects, for which I gave some little prizes; together with remarks suggested on reading and thinking over the lessons, and the plan for somewhat similar lessons next year. As you propose to make a statement to the Council respecting these lessons and prizes, it would perhaps be satisfactory to you to show this letter; and, as my name has been connected with the scheme of giving prizes for instruction on common things, to state that I look upon these lessons as a preparation; but that, before I make any public announcement on the subject, I am desirous to ascertain as far as possible the best manner to promote the religious and moral uses of industrial training.

"'My attention had been especially attracted to the subject by the complaint made to me at St. Stephen's, Westminster, that the Government regulations would not at that time allow the pupil-teachers sufficient time to learn needlework, and I was led to consider with what view industrial training was conducted; and I could not but think, that even when its importance was admitted, it was taught more with reference to the discomfort and disadvantage of a want of proper knowledge of these points than from a value of the opportunity afforded of forming the character and habits through such instruction; whereas it produces, in fact, more moral qualities than many other pursuits.

"'To be a good needlewoman, mender, and cutter-out of clothes, a good cook, baker, or dairy-maid, requires the exercise of care, cleanliness, forethought, economy, industry, and perseverance; and the same with all similar employments; and, as a very intelligent schoolmistress observed to me, the girl who was a good worker was generally good in all other points, from the habits these pursuits form. And it was much with the view of ascertaining not only whether these things were taught, but how they were taught, that I was first led to think of joining the scheme for promoting the knowledge of common things, and of paying a visit to Whitelands.

"'I think the lessons show that in this institution these subjects have been considered, and that the great end of industrial education, to render both pupil-teachers and children useful and happy in their respective stations, has not been lost sight of; and I hope that the plan I now propose is calculated to carry out this endeavour.

"'I am, &c.

(Signed) "'ANGELA G. BURDETT COUTTS.

"' *To the Rev. Henry Baber,*
Chaplain and Secretary of the Whitelands Training Institution, Chelsea."

Report, for the Year 1854, *on the Training Institution of the British and Foreign School Society, in the Borough Road, London; by Her Majesty's Inspector of Schools,* J. BOWSTEAD, Esq., M.A.

MY LORDS, January 1855.

UNDER the regulation which directs that the Training Institution of the British and Foreign School Society, in the Borough Road, Southwark, shall be annually visited by one of Her Majesty's Inspectors of British, Wesleyan, and other Denominational Schools, it devolved upon me to inspect that establishment in the course of the past year, and to devote one clear week to seeing its arrangements, observing its ordinary action, and conferring with its managers. The time fixed for this visit, after communication with the secretary, Henry Dunn, Esq., was the week commencing on the 12th of June, and I was engaged accordingly in the discharge of this duty during four days of that week, and one day of the week immediately succeeding.

The institution had been previously visited and reported upon by my colleague, Mr. Morell, in 1853, and more than once by the late Mr. Fletcher at earlier periods. The principles upon which it is founded, the objects proposed to be effected by it, the agencies employed, the accommodation afforded, even the details of the arrangements made for carrying on the work of both its male and female departments, have all been made known through the reports of these gentlemen; and it is not only unnecessary, but would be deemed superfluous, on my part, to do more than note the changes that have occurred, record such results of the year's operations as may serve to determine the progress made, and offer those suggestions which the circumstances of the time and the state of the institution appear to require.

In the male department, the staff of teachers mentioned in Mr. Morell's report continues unchanged, and the analysis of their labours there given is still substantially exact. As yet the students of the certificate class have never remained above twelve months at the institution, and a single year's course of study has been all that it was necessary to provide for. But, under the Minute of 28 June 1854, this state of things is likely to undergo some change, and indeed it is understood that several of the students of 1854 propose to prolong their training to the close of 1855. This will necessitate the immediate adoption of a distinct course of study and instruction for students of the second year, and it may become a question whether the principal and his assistants, who have heretofore *laboured with* so much success, but have certainly not been

under-worked, will be able to meet this additional call upon their time in a satisfactory manner without further help. It is of the utmost importance, with regard both to the interests of the institution and the soundness of our educational system, that the training of future schoolmasters should be of a thoroughly efficient kind, and the knowledge communicated to them as far as possible removed from crudeness and superficiality; and I am persuaded that the Committee of the British and Foreign School Society are far too sensible of this truth to need any warning against the danger of providing an inadequate tutorial force.

In the staff of the female department some changes have taken place during the past year. The institution has lost the valuable services of Miss Robinson, and her principal duties have devolved upon Miss Scott, a young certificated teacher, who appeared to me to discharge the functions allotted to her with judgment as well as ability. It has also been thought expedient to call in the aid of Mr. Saunders, superintendent of the other department, who has delivered a series of lectures to the female students on the art of teaching, and has undertaken the superintendence of their gallery lessons, given in the presence of the whole class, and afterwards subjected to its critical remarks. I attended these exercises with much interest, and they seemed to me to form a very valuable part of the course of training given. It is indispensable that the theory and practice of teaching should be taught in unison, and I believe that in no other branch of instruction could a masculine mind be brought to bear with so salutary an effect upon a class of future female teachers. The defects which I have observed in girls' schools lead me to consider it very desirable that those who are to have charge of them should be accustomed to treat the various subjects which they handle in that systematic and logical manner which is so much less common with their own sex than with ours; and, accordingly, I have seen this new feature introduced into the plans of the female department with entire satisfaction, and should deeply regret its discontinuance.

Some idea of the amount of work done by both departments, during the year ended April 1854, may be obtained from the following tables:—

NORMAL COLLEGE—(Young Men).

Number of students who have attended the classes during the year	170
Entered during the same period	95
On the list, April 1, 1853	75
Submitted for examination for certificates of merit (at Easter, 38; and at Christmas, 34)	72
Obtained certificates of merit (at Easter, 31; and at Christmas, 24)	55
Queen's scholars (at Easter, 10; and at Christmas, 33)	43
Appointed to schools	38

Died	1
Withdrawn as unsuitable, either from ill health, or other causes	14
On the list, April 1, 1854	67

FEMALE TRAINING ESTABLISHMENT.

Number of students who have attended the classes during the year	171
Entered during the same period	108
On the list, April 1, 1853	63
Submitted for examination for certificates of merit (at Easter, 20; and at Christmas, 24)	44
Obtained certificates of merit (at Easter, 14; and at Christmas, 17)	31
Queen's scholars (at Easter, 5; and at Christmas, 18)	23
Students re-entering to compelete their course of training	6
Appointed to schools	83
Died	1
Withdrawn from ill health or other causes	11
On the list, April 1, 1854	70

The expenses for the same period were as follows :—

TRAINING DEPARTMENT.

	£ s. d.	£ s. d.
Board and lodging of teachers, males	1,869 9 11	
Board and lodging of teachers, females	883 14 6	
Books, &c., medical attendance, mathematical lectures in Manchester, &c.	194 11 9	
Coals, coke, gas, and water	157 9 8	
Furniture	84 19 0	
Principal, and assistant tutors	998 0 0	
		4,188 4 10
MODEL SCHOOLS.		
Boys—School-materials, rewards, salaries, &c.	353 1 10	
Girls—Ditto	263 17 2	
		616 19 0
OTHER CHARGES.		
Rents	208 4 4	
Rates and taxes	287 4 4	
Repairs, insurance, and proportion of general expenses, about	400 0 0	
		895 8 8
Total		£5,700 12 6

This expenditure was partly met in the following manner :—

	£ s. d.	£ s. d.
Payments in part of expenses in board and lodging—		
By teachers in male department	537 10 0	
By teachers in female department	491 7 2	
		1,028 17 2
Payments by children in model schools—		
Boys	272 4 11	
Girls	119 2 10	
		391 7 9
Committee of Council on Education	750 0 0	
Committee of Council on Education on account of certificated teachers and Queen's scholars	1,147 4 5	
		1,897 4 5
Total		£3,317 9 4
Leaving a balance to be supplied out of the general *funds of* the Society of		£2,383 3 2

The next two tables are intended to show the proficiency in each subject of examination attained by the students of the institution who were examined for certificates of merit at the close of 1853 :—

MALE DEPARTMENT.

35 Candidates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.
Grammar	-	- -	2	5·71	28	80·00	4	11·42	1	2·85	—	—
History	7	20·00	17	48·57	9	25·71	2	5·71	—	—	—	—
Geography	1	2·85	14	40·00	16	45·71	3	8·57	1	2·85	—	—
Arithmetic	-	- -	8	22·85	13	37·14	6	17·13	4	11·42	4	11·42
Mensuration	-	- -	-	- -	5	14·28	8	22·85	13	37·14	9	25·71
Geometry	-	- -	4	11·42	14	40·00	8	22·85	7	20·00	2	5·71
Algebra	-	- -	2	5·71	18	51·42	8	22·85	3	8·57	4	11·42
Higher mathematics	-	- -	1	2·85	1	2·85	3	8·57	12	34·28	18	51·42
Physical science	-	- -	1	2·85	15	42·85	13	37·14	2	5·71	4	11·42
Welsh	1	2·85	-	- -	3	8·57	-	- -	1	2·85	30	85·71
Latin	-	- -	-	- -	2	5·71	1	2·85	2	5·71	30	85·71
Greek	-	- -	-	- -	-	- -	2	5·71	1	2·85	32	91·42
French	-	- -	-	- -	-	- -	1	2·85	-	- -	34	97·14
Vocal music	-	- -	1	2·85	5	14·28	13	37·14	11	31·43	5	14·28
Reading	-	- -	7	20·00	25	71·42	3	8·57	—	—	—	—
Spelling	-	- -	20	57·14	15	42·85	—	—	—	—	—	—
Penmanship	-	- -	-	- -	12	34·28	22	62·85	—	—	1	2·85
School management	-	- -	7	20·00	21	60·00	5	14·28	2	5·71	—	—
Inspector's report	-	- -	8	22·85	27	77·14	—	—	—	—	—	—
Drawing	-	- -	1	2·86	-	- -	8	22·85	23	65·71	3	8·57

The number of *successful* candidates was twenty-four, being 68½ per cent. upon the number presented.

It should be borne in mind, in looking at the comparative failure in regard to the Welsh, Latin, Greek, and French languages, that the institution incurs no responsibility upon this matter. These languages have hitherto formed no part of the course of instruction given, and any acquaintance with them displayed by the students must have been the result of previous knowledge. The questions on mensuration were appended to those on geometry, and many students, from devoting too much time to the latter subject, failed to do themselves justice in the former. The mathematical instruction is for the most part given by the vice-principal, Mr. Fitch, who is equally remarkable for attainment and for skill in the art of communicating knowledge. The lectures on grammar, history, geography, and school-management are given with distinguished ability by the principal, Dr. Cornwell.

FEMALE DEPARTMENT.

24 Candidates.

—	Excellent.		Good.		Fair.		Moderate.		Imperfect.		Failure.	
	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.	No.	Prop. per Cent.
Reading	-	- -	13	54·16	11	45·83	—	—	—	—	—	—
Penmanship	-	- -	1	4·16	8	33·33	15	62·50	—	—	—	—
Arithmetic	1	4·16	7	29·17	9	37·50	4	16·66	3	12·50	—	—
Industrial skill	2	8·33	12	50 00	6	25·00	3	12·50	1	4·16	—	—
English grammar	-	- -	-	- -	22	91·66	2	8 33	—	—	—	—
English history	-	- -	3	12·50	11	45·83	5	20·83	3	12·50	2	8·33
Geography	-	- -	8	33·33	10	41·66	4	16·66	2	8·33	—	—
Natural history	-	- -	-	- -	-	- -	1	4·16	—	—	23	95·83
Domestic economy	-	- -	-	- -	17	70·83	6	25·00	1	4·16	—	—
School management	-	- -	5	20·83	10	41·66	8	33·33	1	4·16	—	—
Vocal music	-	- -	-	- -	1	4·16	1	4·16	7	29·16	15	62·50
Drawing from models	-	- -	-	- -	-	- -	-	- -	19	79·16	5	20·83
Inspector's reports	-	- -	4	16·66	19	79·16	1	4·16	—	—	—	—

The number of *successful* candidates was seventeen, being nearly 71 per cent. upon the number presented.

It ought perhaps to be explained, in reference to the apparent want of knowledge of natural history, that the questions upon that subject were given only in the form of a supplement to the paper on domestic economy; that it was necessary to answer the questions on domestic economy before proceeding to the others; and that in this manner the time allowed for the paper was, by many of the candidates, wholly expended on the last-named subject. Natural history has long been a favourite study in the institution, and, if a separate paper had been given upon that subject, I believe that a majority of the examinees would have acquitted themselves creditably. Domestic economy, on the contrary, was not even named in the course of instruction for 1853; but that omission has been supplied throughout the past year, and I trust that the results of the examination for the close of 1854 will show that this important subject has received due consideration. In practical industrial skill, the results shown in the foregoing table do the greatest credit to Miss Sheppard, who has charge of that department. In arithmetic and geography also, the attainments displayed must be regarded as highly creditable to Mrs. Bennett and Miss Sheppard respectively.

To these Tables it seems desirable to annex similar ones, showing the results of the examination for Queen's scholarships at the close of 1853.

Male Candidates.

—	Total.	Excellent.		Very good.		Good.		Very fair.		Fair.		Pretty fair.		Moderate.		Very moderate.		Imperfect.		Very imperfect.		Failure.	
			P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.
Grammar - -	43	–	–	–	–	2	4·65	–	–	7	15·21	–	–	16	37·20	–	–	12	27·90	–	–	6	13·95
History and geography	43	–	–	–	–	2	4·65	–	–	23	53·48	–	–	13	30·23	–	–	5	11·62	–	–	–	–
Arithmetic - -	43	–	–	–	–	7	15·21	–	–	17	39·53	–	–	14	32·55	–	–	5	11·62	–	–	–	–
School management -	43	–	–	–	–	–	–	2	4·65	10	23·25	23	53·48	7	15·21	1	2·32	–	–	–	–	–	–
Euclid - - -	34	3	8·82	4	11·76	8	23·53	1	2 94	5	14·70	3	8·82	4	11·76	2	5·88	2	5·88	–	–	2	5·88
Algebra - - -	9	–	–	1	11·11	–	–	1	11·11	1	11·11	1	11·11	1	11·11	1	11·11	–	–	2	22·22	1	11·11

The number of *successful* candidates was 33, being nearly 77 per cent. of those who tried.

Female Candidates.

—	Total.	Excellent.		Very good.		Good.		Very fair.		Fair.		Pretty fair.		Moderate.		Very moderate.		Imperfect.		Very imperfect.		Failure.	
			P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.		P. C.
Grammar - -	26	–	–	–	–	1	3·84	–	–	4	15·38	7	26·92	11	42·30	1	3·84	2	7·69	–	–	–	–
History and geography	26	–	–	–	–	2	7·69	–	–	12	46·15	–	–	7	26·92	–	–	3	11·53	2	7·69	–	–
Arithmetic - -	26	–	–	–	–	4	15·38	12	46·15	4	15·38	1	3·84	1	3·84	4	15·38	–	–	–	–	–	–
School management -	26	–	–	–	–	1	3·84	–	–	4	15·38	7	26·92	9	34·61	3	11·53	2	7·69	–	–	–	–
Domestic economy -	26	–	–	1	3·84	11	42·30	4	15·38	8	30·76	–	–	2	7·69	–	–	–	–	–	–	–	–

The number of *successful* candidates was 18, being 69 per cent. of those who tried.

Thus 51 Queen's scholars of both sexes were admitted at the beginning of 1854, and formed the mass of the students of the certificate class for that year. They entered upon their new career with great advantage in regard to previous training; and I trust that in their persons the excellent education afforded in the institution will be carried out with more complete results than any which have yet been presented.

In reference to the examination of the male candidates, it is necessary to explain that the papers on Euclid and algebra were alternative, no student being allowed to answer questions on both. The choice, indeed, extended to three subjects: 1, Euclid; 2, algebra; 3, mensuration and mechanics; and it appears that 34 candidates selected Euclid, and 9 algebra, whilst mensuration and mechanics were not chosen by any.

I have had no opportunity of comparing this selection of subjects with that which was made at any other training school; but the 43 candidates examined at the Borough Road consisted of pupil-teachers from various parts of England and Wales, and their unanimous rejection of mensuration and mechanics appears the more remarkable when it is considered that these subjects formed a necessary part of a pupil-teacher's course of study when apprentices were first introduced, whilst geometry was not admitted to its present alternative position until a very recent period. The fact seems to prove incontestably that the study of mechanics has not made satisfactory progress among elementary teachers; and this conclusion is entirely consistent with all that I have observed in my own district. Yet mechanical science is at once interesting and important, and the general neglect with which it is treated by schoolmasters and their apprentices must be founded upon some strong and extensively prevailing reason.

That reason, I have little doubt, is to be found in the mistaken system upon which it has been attempted to teach this branch of knowledge. In most subjects, it is happily still a rule with teachers to begin at the beginning; but in mechanics it has been supposed that the pupil may commence with results, and that he can usefully describe the action or calculate the work of complicated machines without having undergone any adequate course of instruction in those elementary propositions which are necessary to render familiar to his mind the fundamental laws of mechanics. I believe it to be but the natural consequence of this method that mechanics, as taught in our primary schools, have been found to be without any educative effect, and that the study of this subject *among pupil-teachers* is becoming almost extinct. It is matter *of congratulation*, under these circumstances, that a different

view of the subject has recently been developed at one of our training institutions, and has resulted in the publication of a treatise calculated to place the study of mechanics on a sound basis. I allude to a little book, entitled "Elementary Statics," by the Rev. R. Fowler, B.A., Vice-Principal of the Chester Training College; and I trust that it may soon be followed by similar elementary books upon hydrostatics and dynamics.

The model and practising schools attached to the establishment in the Borough Road are upon a very large scale, and have always been cherished with marked solicitude by the British and Foreign School Society. The ordinary daily attendance of children at these schools has not fallen below 1,000 for some years past, and the total number admitted, from the opening up to the 31st of March 1854, was found to be not less than 35,394 boys and 20,442 girls. The boys' school consists of a senior and a junior department, of which the latter may be regarded mainly as the practising, and the former as the model school. The whole is under the able direction of Mr. Langton, Master of Method in the Normal department; but in the management of the primary schools he is efficiently aided by Mr. Ames, a former pupil in the institution, now holding a certificate of merit. I am indebted for the following brief outline of the course of instruction pursued in these schools to an account of the Normal College issued by the society in 1853, but equally applicable to the present time. The peculiarities of the tripartite organization should be carefully borne in mind, in considering the distribution of subjects under the three divisions.

Boys' Junior School.

INTELLECTUAL.

A.—Class Division.

1. Reading easy lessons from Daily Lesson Books, Nos. 1, 2, and Sequel to No. 2, with interrogation and analysis. Each lesson illustrated with objects, black-board sketches and diagrams.
2. Spelling.
3. Arithmetic, written and mental.
4. Class examinations on gallery lessons.

B.—Writing Division.

1. Writing on slates and in copy-books.
2. Making figures; and arithmetic, with explanations.
3. Writing easy words from dictation. Each lesson illustrated with objects, black-board diagrams and sketches.

C.—Gallery Division.

1. Lessons on common objects, especially those found in school-room.
2. Lessons on common animals and plants.
3. Lessons on familiar articles of food and clothing.
4. Lessons on number, form, colour, time, space, and the first principles of *geography*.

5. Lessons on the first principles of arithmetic, illustrated by the ball-frame, &c.
6. First lessons on language.
7. Easy lessons on manufactures.

RELIGIOUS AND MORAL.

A.—Class Division.

Reading lessons in Daily Lesson Books, Nos. 1, 2, and Sequel to No. 2.

C.—Gallery Division.

Scripture lessons daily.

Subjects.

Scripture narratives, illustrating and enforcing Bible truths and moral duties, such as:—
The goodness, wisdom, and power of God.
Obedience to parents.
Love to brothers and sisters.
Kindness to animals.
Speaking the truth.
Honesty.

By the above arrangement it will be seen that the method of instruction adopted combines collective teaching with that which is individual. It may very properly be termed the *mixed* method. The monitorial mode, as far as it is necessary, is retained, and the instruction imparted is both analytical and synthetical. The gallery is used at stated periods for communicating to the children that particular kind of instruction which can be best imparted by the teacher himself, and which does not require minute subdivision. Moral instruction or admonition is by this means communicated to fifty or sixty children at once with considerable effect. To facilitate the adoption of collective, in connexion with monitorial teaching, the books used in the schools contain lessons adapted to both methods.

BOYS' SENIOR SCHOOL.

INTELLECTUAL.

A.—Class Division.

1. Reading prose and poetry, with a rigid course of analysis and synthesis from Daily Lesson Books, Nos. 3 and 4, and Dr. Allen's Selections of Poetry.
2. Spelling and dictation.
3. Written and mental arithmetic, with lessons on the principles of arithmetic.
4. English grammar.
5. Geography.
6. English and general history.
7. Natural history and physiology.
8. Mechanics and machinery.
9. Natural philosophy and science of common things.

B.—Writing Division.

1. Writing in books.
2. Arithmetic, written and mental, from Crossley's Calculator.
3. Composition and dictation, both on slates and on paper.
4. *Abstracts* of gallery lessons.
5. *Lineal* and map drawing on slates.

C.—Gallery Division.

Lessons on—

1. The philosophy of health.
2. The elementary principles of political economy.
3. Objects and manufactures.
4. Physical and map geography.
5. English grammar, composition, and analysis.
6. Natural history and physiology of animals and plants.
7. Natural philosophy and the science of common things.
8. Singing from notes and in parts, with instruction in the principles of music.

D.—Drawing Room.

Drawing in its application to—

1. Models and objects.
2. Mechanics and machinery.
3. Architecture.
4. Maps and charts.
5. Natural history and the human figure.

RELIGIOUS AND MORAL.

A.—Class Division.

1. Bible reading and interrogation.
2. Repetition of portions of Scripture committed to memory.

C.—Gallery Division.

Scripture Lessons on—

1. Bible narratives.
2. Scripture miracles and parables.
3. Moral duties.
4. Attributes of God.
5. Bible emblems and illustrations.

In all the lessons, it is designed that scriptural instruction should be brought practically to bear on the conscience,—and that all duty should be enforced on the principles of the Gospel, and from the Word of God.

The time-table, as well as much other interesting information concerning this part of the institution, has already been recorded in official documents.

The girls' model school, in common with the whole female department of the institution, enjoys the experienced and judicious superintendence of Mrs. Macrae; whilst the details of its management are happily and successfully carried out by Miss Tomlinson. Like the boys' school, it is organized on the tripartite system, and the principal room is occupied by nine distinct sections of children. The following time-table will give some idea of the working of this system in girls' schools:—

Occupation of Time in Model Girls' School.

Sections.	Time.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
A, B, C	9.15 to 9.45	Modern geography	English grammar	Physical geography	Mental arithmetic	Domestic economy.
D, E, F	" "	Practical arithmetic	Writing	Writing	Practical arithmetic	Dictation.
G, H, I	" "	Object lesson	Geography (easy lessons).	Spelling	Natural history	Object lessons.
A, B, C	10.15 to 10.30	English history	Modern geography	English grammar	Natural history	Sacred geography.
D, E, F	" "	Reading	Reading	Reading	Reading	Reading.
G, H, I	" "	Practical arithmetic	Writing	Writing	Practical arithmetic	Dictation (easy words).
A, B, C	10.30 to 11.15	Practical arithmetic	Writing	Practical arithmetic	Writing	Dictation — Highest singing class.
D, E, F	" "	English history	Modern geography	Natural history	English grammar	Sacred geography — Highest singing class.
G, H, I	" "	Reading	Reading	Reading — Lowest singing class.	Reading	Reading — Highest singing class.
A, B, C	11.15 to 12	Reading	Reading	Reading — Lowest singing class.	Reading	Singing and drilling for the whole school.
D, E, F	" "	Dictation	Practical arithmetic	Writing — Lowest singing class.	Practical arithmetic	Singing and drilling for the whole school.
G, H, I	" "	Spelling	Tables	Spelling — Lowest singing class.	Tables	Singing and drilling for the whole school.
A, B, C	2 to 3.15	Reading Scripture and interrogation.	Practical arithmetic	Reading Scripture	Reading Scripture	Reading Scripture and interrogation.
D, E, F	" "	Writing	Scripture reading and interrogation.	Practical arithmetic	Dictation	Writing.
G, H, I	" "	Reading Scripture and interrogation.		Reading Scripture	Reading Scripture	Reading Scripture and interrogation.
A, B, C	3.15 to 4	Needlework	Needlework	Needlework	Needlework	Needlework.
D, E, F	" "	Scripture read to the whole school, then dismissed	Same as Monday	Same as Monday	Same as Monday	Same as Monday.
G, H, I	" "	Scripture read to the whole school, then dismissed	Same as Monday	Same as Monday	Same as Monday	Same as Monday.

Monitors' Class from 12 till 1.

Monday	Dictation and composition.
Tuesday	Geography.
Wednesday	English grammar.
Thursday	English history, or general lesson given by one of the monitors.
Friday	Scripture, or a lecture on the general duties of a teacher.

I have had ample opportunities of testing the value of the work done in the model schools for both sexes, and I do not hesitate to state my opinion that they are in a condition of the highest efficiency attainable under the circumstances of the children by whom they are attended. The enlightened care and liberal expenditure bestowed upon them do the greatest honour to the society by which they are supported, and constitute one of the best claims of that society to the success which has attended its efforts in aid of the progress of popular education. But, whilst I cheerfully bear witness to the excellence of that which has been done, I find it impossible to forbear remarking upon that which remains undone.

This institution is in a peculiar position. It is the *only* normal school engaged in preparing teachers expressly for schools conducted on the principles of the British and Foreign School Society, and therefore it incurs a species of obligation to train them for every kind of work likely to be required of them. Among diocesan training schools, which are numerous, and conducted generally upon one system, there may well be a division of labour; and, whilst one trains teachers for boys' schools alone, another may employ its machinery exclusively for girls, a third for infants. But, if the Borough Road Normal School omit any department of the teacher's work, there is no other establishment ready to supply the deficiency in a manner exactly suited to the requirements of the case, and the cause of combined education must be the loser. I feel bound, therefore, to express my entire concurrence in the opinion of Mr. Morell that the absence of an infant school is a *decided defect* in this institution.

I concur equally, however, in the hope that time and progress may soon avail to supply this deficiency. The special encouragement given to the training of infant teachers by your Lordships' Minute of 29 April 1854, the multiplication of infant schools throughout the country, and the necessity of having a certificated or registered teacher for every school which proposes to claim its fair share of the education grant, all concur in rendering it impossible that the authorities of this institution should much longer fail to recognize the pressing nature of the want.

I will venture to notice one other feature of this establishment, in regard to which it appears to me that some modifications of existing arrangements might advantageously be introduced. It is well known that this is not an institution of recent date, established for the mere purpose of giving effect to the measures taken by Government, since 1846, for the extension and improvement of popular education; that its operations are of a much wider scope and older date; and that its

co-operation with the Committee of Council on Education is confined to one section of its work. Of the 341 students who attended its classes in the year ended on the 1st of April last only 116 sought to obtain certificates of merit. The remainder attended for purposes not immediately connected with your Lordships' administration. The following classification of persons eligible for admission will illustrate the composition of the latter body :—

Class A.—Young men desirous of becoming teachers, who wish to be introduced to a school by the Committee, and are prepared to remain in the institution twelve months or upwards. Persons in this class (unless conscientiously objecting) will be expected to compete for a certificate of merit at the annual examination of the students by Her Majesty's Inspector of Schools.

Class B.—Young men desirous of becoming teachers, who wish to be introduced to a school by the Committee, but are unable to remain longer than six months.

Class C.—Teachers elected to schools, or already conducting them, but desirous of attending, for some limited period, any of the classes, with a view to farther improvement.

Class D.—Missionaries or other persons proceeding abroad with a view to the promotion of education in foreign parts.

With respect to those who enter under Classes C. and D., I have no suggestion to offer. It would not generally be necessary that such persons should be accommodated with board and lodging on the premises, or that a special course of lectures should be provided for them. On the one hand, they need not interfere materially with the settled course of the regular students; and, on the other hand, it is obvious that they may obtain much valuable information by attending and observing such portions of the work as may be deemed most advisable for them.

But with Class B. it is different. They must reside upon the premises like annual students, and be provided with a distinct course of instruction. This, however, is merely an inconvenience. The serious objection to their admission is that the inconvenience is incurred, and the powers of the teachers taxed, for an object which is not worth attaining. In these days it is no longer necessary to argue that six months' training is insufficient to form a teacher, or that a teacher who enters upon school duties with such limited experience has but little chance of success in the competition to which he will be exposed. He may be able to conduct a small school with moderate success, but in the majority of cases he will continue to be the teacher of a small school, and the receiver of a small salary, to the end of his career. Far better for his own interests would it be to say to him, when *he offers himself* for the profession, "We are ready to give *you a thorough* training, and to make you an efficient teacher, *if you are capable* of becoming one; but we will have nothing

to do with half measures." Nor is the public interest less concerned in the question. Mere increase in the quantity of education is fast ceasing to be a desideratum. It is becoming useless to encourage the establishment of third-rate schools in most localities, because they cannot command support. Low salaries, inefficient teachers, and ill-taught schools no longer satisfy the times, and money expended for such purposes will henceforth more than ever be thrown away. I believe, therefore, that I am advocating the true interest of the institution itself, as well as that which the Committee of the British and Foreign School Society value still more highly, the cause of educational progress in a right direction, when I recommend that the six months class should be discontinued, and that every student not belonging to Classes C. and D. should have the benefit of at least the first year's course of training given to the certificate class, though he may not desire actually to possess a certificate. The excellent regulation, recently sanctioned by your Lordships, which opens the competition for Queen's scholarships to certain students of one year's standing, who have never been pupil-teachers, enables me to make such a recommendation with increased confidence, because, by means of it, many promising students, having completed the first year's course, would be in a position to obtain a second year's training without additional expense.

I am aware that the six months students are retained mainly for the purpose of supplying teachers to schools in which Government aid is rejected upon principle, and that there is an apparent necessity for meeting the demand, continually made by the managers of such schools, for teachers who will be content with moderate salaries. Nor do I mean for a moment to suggest that the Society should contract the sphere of its operations, or cease to provide for the wants of that large class of British schools which depend for support upon voluntary contributions alone. My argument is, that the true interests of these and all other schools require that the teachers under whom they are placed should be more thoroughly trained to their duties than heretofore, and that a state of circumstances now exists in which those who are satisfied with inferiority in this respect must be content to forego the ordinary chances of success.

But, whilst I do not scruple to urge the expediency of abolishing the general or six months classes in both departments of the institution, and the great importance of adding to the female department whatever machinery may be required for the efficient training of infant teachers, it becomes a duty to acknowledge, without reserve, the incontestable merits of the general *management* and the high claims of the establishment, *as actually administered*, to your Lordships' continued support.

No better testimony to the excellence of its domestic arrangements, in a sanitary point of view, could be desired than that which is furnished by the experience of the past year. The premises stand in a district where Cholera in its most fatal form was fearfully prevalent during the autumn; yet the operations of the institution were never interrupted for a single day, and no one of its inmates suffered from that malady.

The efficiency of the intellectual and professional training afforded must be judged of, in the first instance, from the results of the periodical examinations. Those for the close of 1853 have already been given in detail; and, I think, it will be found on inspection that they are altogether very satisfactory, though not incapable of improvement in some particulars. But a far truer test is afforded by acquaintance with the men and women whom this training has served to fashion. A large majority of the teachers in my district have been trained at the Borough Road, and I have found them, as a body, distinguished for practical skill in communicating the elements of education to the young, for soundness rather than showiness of attainment, for straightforward energy of purpose, and for single-minded devotion to their work for its own sake.

It is, perhaps, not on the whole to be lamented that the very highest influences, those which affect man as a moral and spiritual being, are the least capable of being submitted to any test. They are all-important, however, in the case of those to whom the training of youth is to be confided, and no normal institution would discharge its duty which did not, in its daily routine, treat them as being of paramount interest. That they are so regarded by the authorities of this institution is apparent from the uniform tenor of their public statements, from the teaching practised in their schools, and from the whole scope of their internal arrangements. The utmost care is taken to lead the minds of the students by gentle means in a right direction, and to inculcate a spirit of genuine piety, unalloyed by sectarian bitterness. A tone of cheerful mental activity, tempered by religious sentiment, pervades the establishment, and conveys an unmistakeable impression that its purpose is to make its inmates not only abler scholars and more skilful teachers, but better men and truer Christians.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

To the Right Honorable
The Lords of the Committee of Council on Education.

Report, for the Year 1854, *on the Wesleyan Training Institution, in the Horseferry Road, Westminster; by Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., M.A.

MY LORDS, November 1854.

I HAVE the honor to submit to your Lordships the following statement as to the result of my inspection of this institution, in reference to its position and its labours during the current year.

In the report returned by my colleague, Mr. Arnold, for *last* year, a full description was given of the *buildings* connected with the institution, their site, their arrangements, their fittings, their ventilation, and their cost. These points I need not now repeat. It will be sufficient merely to state, that they consist of a Normal college, capable of containing 100 students—60 male and 40 female; of five practising schools, each furnished with ample accommodations, class-rooms, and playgrounds; of a principal's residence, and secretary's offices. Added to this, there are also houses for two of the teachers in the practising schools, and a curator's lodge. The site is in the heart of the city of Westminster, and the area covered by it is one acre and three quarters.

The institution was supposed by the original projectors to have been formed upon a more than sufficiently extended scale for future requirements. Three years, however, have now hardly elapsed, and the entire extent of the normal arrangements is in full occupation; each year has demanded an addition to the staff of teachers; and next year will see the same staff still further augmented.

This amount of activity could not, of course, be carried on without incurring a very considerable outlay. The last balance sheet presents the following statement of expenses incurred and met:—

ACCOUNT for the YEAR ended 31st December 1853.

Dr.	£	s.	d.		Cr. £	s.	d.
To Student's entrance fees	762	10	6	*Normal College.* By Salaries	853	0	0
Children's pence	412	11	6	Wages	279	15	2
Books sold to students	115	7	5	Maintenance	1,155	18	0
Books sold to children	34	10	1	Books and apparatus	383	14	11
Government exhibitions to eight Queen's scholars	170	0	0	Medical attendance	42	3	6
Examination by James Russell, Esq.	15	0	0	*Practising Schools.*			
Government grant for students' certificates, Christmas examination, 1853	470	0	0	Salaries	645	5	0
Teachers' trade to country	55	2	6	Books, and school materials	57	0	0
Balance carried to general account	1,923	15	11	Laundress, cleaning schools, &c.	66	0	7
				General Expenses. Coals, gas, and water	267	4	0
				Repairs, insurance, rates and taxes	158	5	10
				Incidental expenses, including playgrounds	21	3	11
	£3,959	15	11		£3,959	15	11

Audited and found correct, 22 March 1854.

(*signed*) JAMES HOBY,
THOMAS KNIGHT.

From this it will be seen that after all the fees paid by the students, all the children's pence in the five practising schools, and all the Governmant grants have been appropriated, there is still a balance of nearly 2,000*l.* to be carried over to the general account, and to be provided for by the zeal of the Wesleyan body in the cause of Normal education.

During the course of the year 1853, 97 students entered the college—60 males and 37 females; and 58 left it. Of the number last mentioned, 56 received appointments to schools. Ten pupil-teachers obtained Queen's scholarship's, two of whom received early appointments to schools; and the remaining eight continued to the close of the year.

By virtue of the new Minute of the Committee of Council, which takes away all restriction from the number of candidates for Queen's scholarships in the various Normal institutions, 37 pupil-teachers—28 males and 9 females—presented themselves at the last Christmas examination (1853). Of the candidates so presented, 33, viz., 25 males and 8 females, obtained scholarships; and, with one only exception, were received into the institution.

Reckoning, then, the 33 Queen's scholars who were received into the institution at the opening of the session and the 37 students remaining from last year, there were 26 vacancies left. These vacancies were speedily filled up, so that the whole number of students residing in the institution during the year 1854 has been 100, viz., 60 males and 40 females. The entire accommodations have thus been occupied, according to the original design of the institution.

The next point to which I refer is the *plan of study* which has been followed in the Normal school during the current year. The staff of teachers, including the Principal, is as follows:—

1. Rev. J. Scott, Principal.
2. Mr. W. Sugden, B.A., Head Master.
3. „ J. L. Kinton, Second Master.
4. „ C. Mansford, Mathematical Tutor.
5. „ J. Edger, Assistant Tutor.
6. „ J. R. Langler, Master of Method for Female Students.
7. „ J. Smetham, Drawing Master.
8. „ E. J. West, Music Master.
9. Mrs. C. Osborne, Industrial Mistress.
10. Mr. W. Low, Drill Master.

The following table will give an accurate notion of the subjects taught, the time devoted to each, the text-books employed, the general scope of the lectures, and the amount of matter it is thought possible to accomplish during the year.

Subject.	Time weekly. Class.	Males	Females.	Teachers.	Text Books.	Remarks.
Religious Knowledge	—	3½	3½	1, 3	The Bible; Wesleyan Catechisms; Nicholls' Help; M'Leod's Geography of Palestine.	A brief course of instruction in the evidences and doctrines of Christianity, and a comprehensive outline of Scripture history and geography is aimed at. Besides the time here shown, the Principal is enabled to give much valuable religious instruction incidentally, during the periods appropriated for the devotional reading of the Scriptures, on the Sabbath and at other suitable times.
Reading and Analysis	1	1½	—	3	M'Culloch's Course of Reading; Warren's Extracts from Blackstone.	In the first instance, by the practice of simultaneous, mixed with individual reading, the attempt is made to secure *distinct* and *impressive* reading. Then by a full material and verbal analysis in the more advanced classes the foundation is laid for a more finished elocution. Besides the time expressly appropriated to this subject, there is a considerable amount of instruction secured in the course of many of the other lectures.
	2	½	—			
	3	—	2	2		
English Grammar -	1	2	—	3	Latham's English Grammar; an English School Grammar; Christian Knowledge Society; Morell's Essentials of English Grammar.	Besides the knowledge derived from the study of these text books, wider and more thorough knowledge of the subject is aimed at by the exhibition of the real structure of the language, and also by giving prominence to its syntactical relations.
	2	4	—	5		
	3	—	3	2		
Latin - - -	1	2½	—	3	Schmidt's Latin Grammar; Cæsar de Bello Gallico; Virgil's Æneid.	Independently of the more thorough and extensive knowledge of general grammar, only to be secured by the study of a second language, it is considered to be an object of the highest importance to perfect the students, whose time and other circumstances will permit, in the ready and accurate use of their own tongue. These objects are aimed at in the teaching of this subject. Care is taken to illustrate the structure of the two languages as compared with each other.
Writing - -	—	½	½	2	M'Leod's Graduated Set of Copybooks.	The successive stages in the formation and connexion of letters, both small and capital, are exhibited and practised, with a view to the formation of a good plain style of penmanship. The various examination papers, &c. are always valued with reference to the style of the penmanship, besides the regular course here indicated. The ordinary errors and faults and the best methods of obviating them are pointed out from time to time.
Arithmetic and Book-keeping - -	1	1	—	4	Melrose's Arithmetic; Tate's Principles of Arithmetic; De Morgan's Arithmetic; M'Leod's Arithmetical Exercises; Elements of Book-keeping, (Irish Board).	The principles of common, fractional, and decimal arithmetic have been carefully studied, and as each rule has been commenced, the principles on which it is based, and the best methods of teaching it have been exhibited. The subject of mental arithmetic has received some amount of attention, and has been one of the exercises in the practising schools.
	2	1	—	5		
	3	3½	—	2		
	4	—	4	3		
	5	—	4	6		
Algebra - - -	1	1½	—	4	Colenso's Algebra; Tate's Algebra made Easy.	The upper class has advanced about as far as Progression in Colenso's Algebra, and the second to the end of Quadratics. Very many examples have been worked in each rule. One or two students who are resident for a second year, are much further advanced.
	2	1½	—	5		
Trigonometry - -	—	—	—	4	Snowball's Trigonometry.	Although no time is specially allotted to this study in the time-table, a considerable number of the upper class of students have advanced under the direction of the mathematical tutor, as far as the end of the formulæ involving two angles.

Subject.	Time weekly. Class.	Males.	Females.	Teachers.	Text Books.	Remarks.
Euclid	1	1½		4	Pott's Euclid	The first class masters the first six books; the second class completes the first five books; and the third the first four books.
	2	1½		5		
	3	1½		2		
Mensuration, &c.	1	1		4	A Treatise on Mensuration (Irish Board); The Builder's Price Book; Baker's Levelling and Land Surveying, in Weale's Series.	The classes have gone through superficies and solids, and the principles of estimation, besides working a considerable number of questions founded on the Builder's Price Book.
	2	1		5		
Industrial Mechanics	2	1		5	Tate's Exercises in Mechanics.	—
	3	1		4		
Elements of Mechanism.	2	1		2	Tate's Elements of Mechanism.	The upper class has gone through nearly the whole of this text book, including most of the formulæ. Besides this, explanations of the structure of a variety of common machines have been given orally from time to time, to the whole of the male students.
Drawing and Perspective	1	4		[illegible]	Manual of Model Drawing, Williams); Instruction in Drawing (Wilkinson).	The classes are able generally to make a simple freehand drawing from the flat, a drawing from a solid model, such as a hexagon, and a perspective drawing, such as a cube or pular placed obliquely to the plane of the picture. A short course of linear geometry has been gone through, and a course of perspective, teaching the laws of appearance.
	2	4				
Vocal Music	1	5	5	a&b	Hullah's Grammar of Music; Hullah's Exercises in Harmony; Hullah's Manual of Wilhems' Method; MS. Selection of Psalmody; The Training School Song Book.	The more advanced students have proceeded about as far as the middle of Hullah's Grammar and Exercises, and the lower division through the Manuals. A large number have made such proficiency as to be able to read a glee or chorale of moderate difficulty at sight.
	2	5				
Principles and Practice of Teaching (School Management)	1	2½	—	2&3	Stow's Training System.	A portion of the time allotted to this subject has been employed in giving public criticism lessons. One of the great advantages derived from the extensive practising schools of the institution has been, that twenty-four such lessons have been given weekly, throughout the year, without any undue encroachment upon other branches of study. The masters and mistresses, viz., Messrs. Bell, West, Langler, and Holloway, and Mistresses Rogers and Smetham, as well as the late Mr. Rogers, have thus brought their skill and experience most effectively to bear on the professional training of the students. The other portion of the time has been occupied in a series of conversational lectures on the history, principles, and methods of popular elementary education. The lectures of Mr. Langler have been specially directed to infant education.
	2	—	2½	6		
Needlework, &c.	—	—		9	- - -	Such a degree of skill is expected as to enable them to teach a class of children how to cut out, and make ordinary articles of apparel well and neatly.
Practical Teaching	—	6	6		- - -	The extensive practising schools of the institution are most advantageous to the students in this respect; and from the peculiar arrangement of them, they have the advantage of the supervision and example of six able and experienced teachers, besides such portions of time as the head master can devote to this purpose.

Subject.	Time weekly. Class.	Males.	Females.	Teachers.	Text Books.	Remarks.
Geography - -	1 2 3	3 3 —	— — 3	2 5 3	Cornwell's School Geography; Dr. Hague's Physical Geography; Sullivan's Geography Generalized.	All topics requiring fuller illustration than these text books supply have been made the subject of lectures for their special elucidation. In the course on physical geography many topics connected with astronomy and geology have been explained. Considerable attention has been given to the sketching of outline maps.
English History -	1 2 3	1 1 —	— — 1	3 " 2	Chambers's British Empire; Parr's Collegiate History of England; Part of Warren's Extracts from Blackstone.	In addition to the outline of civil and military events contained in these manuals, the chief periods of English history, and especially of our constitutional history, have been more amply illustrated by occasional lectures.
Chemistry - -	—	1	—	2	Wilson's Chemistry in Chambers's Educational Course.	The earlier portions of the text book specified have been gone over and experimentally illustrated, as far as the compounds of nitrogen. This it is hoped will form a useful foundation for future study, even to those whose residence is for one year only, while a considerably more extended course will be completed with those who are about to remain a second year.
Elements of Physics -	—	$1\frac{1}{2}$	—	2	McCulloch's Course of Reading.	It is pretty generally known that this popular school book contains a brief but carefully selected series lessons on the chief topics of physical science, which have been revised by several scientific persons of eminence. These have been taken as a convenient basis, and the information contained has been extended by a series of conversational Lectures by the head master.
Domestic Economy -	-	—	$1\frac{1}{2}$	3	Tegetmeier's Manual of Domestic Economy.	In addition to the contents of the manual, in connexion with this class a considerable amount of knowledge of popular physical science has been given in such a form as was thought most likely to be useful.
Drill - - -	— —	1 —	— 1	10 50	Drill Exercise for Schools.	—

Besides the above course of instruction, an hour and a half weekly has been devoted to the writing of examination papers, testing the attention, and attainments of all the students. Much incidental information has been gained by a careful selection of subjects for criticism lessons, thereby largely increasing the information of the students on natural history and other subjects on which there is here no regulary assigned period of instruction.

The above plan of study was formed, and has been carried out, upon the supposition that the students would remain just one year in the institution, and go regularly through this one year's course. After January 1855, however, the period of residence will usually be *two* years; and, in consequence, a considerable change will be necessarily introduced into the whole routine. To meet the wants of the second year's students, an advanced course of study has been already prepared, and the services of another master of sound literary qualifications secured. The female department will, at the same time, be almost *wholly* separated from the male, so that a complete course of instruction, adapted to the wants and requirements of both sexes, will be going on simultaneously throughout the next year. *The plan of study proposed, according to the new arrangements, is given in the following tables:—*

Wesleyan Training College, Male Students' Time Table.—January 1855.

—	—	9 to 10.	10.10 to 11.5.	11.5 to 12.	1.30 to 2.50.	3 to 4.	4 to 5.	5.45 to 6.45
Monday	First Year	Drawing, Mr. Smetham.			School management, Mr. Sugden.	Reading, Mr. Kinton.	Penmanship, Mr. Kinton.	Vocal music, Mr. West.
	Second Year	English grammar, Mr. Kinton.	(A.) Euclid, Mr. French. (B.) Arithmetic, Mr. Mansford.	(A.) Arithmetic, Mr. Mansford. (B.) Euclid, Mr. French.	Drawing, Mr. Smetham.			Ditto.
Tuesday	First Year	9 to 10.15. Religious knowledge, Rev. J. Scott.	10.25 to 12. Criticism lessons, Mr. Sugden, and the teachers of the school.		History, Mr. Kinton.	Industrial mechanics, Mr. Mansford.	Chemistry, Mr Sugden.	Ditto.
	Second Year	Ditto. Ditto.	Ditto. Ditto.		Geography, Mr. Mansford.	Reading, Mr. Kinton.	Paraphrasing, Mr. Kinton.	Ditto.
Wednesday	First Year	English grammar, Mr. Kinton.	(A.) Euclid, Mr. French. (B.) Arithmetic, Mr. Mansford.	(A.) Arithmetic, Mr. Mansford. (B.) Euclid, Mr. French.	Geography, Mr. Mansford.	Mensuration and book keeping, Mr. French.	Scripture history. Mr. Kinton.	Ditto.
	Second Year	In the practising schools,			School management, Mr. Sugden.	Scripture history, Mr. Kinton.	Trigonometry, Mr. French.	Ditto.
Thursday	First Year	English grammar, Mr. Kinton.	Reading, Mr. Kinton.	Paraphrasing, Mr. Kinton.	In the practising schools.			Ditto.
	Second Year	Latin grammar, Mr. French.	(A.) Algebra, Mr. French. (B.) Arithmetic, Mr. Mansford.	(A.) Arithmetic, Mr. Mansford. (B.) Algebra, Mr. French.	History, Mr. Kinton.	Popular astronomy, Mr. French.	Latin reading, Mr. French.	Ditto.
Friday	First Year	Latin grammar, Mr. French.	(A.) Algebra, Mr. French. (B.) Arithmetic, Mr. Mansford.	(A.) Arithmetic, Mr. Mansford. (B.) Algebra, Mr. French.	Geography, Mr. Mansford.	Latin grammar, or Latin reading, Mr. French.	Elements of mechanism, Mr. Mansford.	Ditto.
	Second Year	English grammar, Mr. Kinton.	Elements of physics, Mr. Sugden.	Chemistry, Mr. Sugden.	Levelling and land surveying. Mr. French.	Geography, Mr. Mansford.	Latin reading, Mr. French.	Ditto.
Saturday	First Year	Examination paper.			Holiday.			
	Second Year	Examination paper.			Holiday.			

Wesleyan Training College, Female Students' Time Table.—January 1855.

—	—	9 to 10.15.	10.25 to 11.10.	11.10 to 12.	1.30 to 2.30.	3 to 4.	4 to 5.	5.45 to 6.45
Monday	First Year	Drawing, Mr. Smetham.			School management, Mr. Langler.	Natural history, Mr. Langler.	Penmanship, Mr. Kinton.	Vocal music, Mr. West.
	Second Year	Geography, Mr. Langler.	Principles of arithmetic, Mr. Langler.			Drawing, Mr. Smetham.		Ditto.
Tuesday	First Year	Religious knowledge, Rev. J. Scott, Rev. M. C. Taylor.	Principles of arithmetic, Mr. French.		Geography, Mr. Langler.	English Grammar, Mr. Sugden.	Book-keeping, Mr. French.	Ditto.
	Second Year	Ditto. Ditto.	History, Mr. Kinton.		English Grammar, Mr. Sugden.	Elements of physics, Mr. Langler.	Book-keeping, Mr. Langler.	Ditto.
Wednesday	First Year	English grammar, Mr. Sugden.	Paraphrasing, Mr. Sugden.	Reading, Mr. Sugden.	History, Mr. Kinton.	Elements of physics, Mr. Langley.	Scripture history, Mr. Kinton.	Ditto.
	Second Year	In the practising schools.			School management, Mr. Langler.	Scripture history, Mr. Kinton.	Natural history, Mr. Langley.	Ditto.
Thursday	First Year	Geography, Mr. Langler.	Criticism lessons.		In the practising schools.			Ditto.
	Second Year	Domestic economy, Mrs. Osborne.	Ditto.		Reading, Mr. Sugden.	English Grammar, Mr. Sugden.	Paraphrasing, Mr. Kinton.	Ditto.
Friday	First Year	Domestic economy, Mrs. Osborne.	Practise of arithmetic, Mrs. Osborne.		History.			Ditto.
	Second Year	Geography, Mr. Langler.	Ditto, Mr. Langler.		Ditto.			Ditto.
Saturday					2 to 4.			
	First Year	Examination paper.			Needlework, &c., Mrs. Osborne.			
	Second Year	Examination paper.			Ditto, Ditto.			

In looking over the above schemes, particularly that for male students, the question naturally arises, how far it is adapted to secure the end that is kept in view,—namely, to prepare, by means of two years' study, an efficient staff of teachers for the primary education of our towns and villages? The principal elements to be considered are the religious, the professional, and the intellectual.

1. With regard to the religious character of the students, this is not only carefully watched over by the principal, but is guarded by a fundamental law of the institution, that each one of them shall be a member of the Wesleyan Society, and a full communicant with the same. For myself, I should have thought it, for various reasons, more advantageous to have depended entirely upon good personal testimonials of moral and religious character previous to admission, and careful superintendence during the course of study. As I am assured, however, that there is a *denominational* as well as an *educational* end to serve in the whole procedure, I have nothing more to do than to regret that so many of the most efficient and conscientious of the pupil-teachers in the Wesleyan schools which I have the happiness to inspect are precluded from the chance of finishing their training in connexion with that branch of educational effort to which they belong, and for which, of course, they would be the best fitted in after years.

2. With regard to the *professional* education of the students, and their facilities for acquiring a comprehensive knowledge of *school-keeping* in its principles and practical details, the arrangements here made appear to me to be singularly complete and efficacious. In addition to the direct instruction communicated respecting the fundamental principles and methods of pedagogy, there are the utmost facilities offered for seeing those principles carried out into daily operation. The practising schools present examples in every grade of school development, from the first lessons of infant discipline up to the most advanced classes which are to be found within the ordinary range of primary education. Beside the lectures of the head master on school management, there are six experienced masters and mistresses superintending these various practising schools, all of whom, in their turn, both by giving examples of teaching themselves, and by their criticism lessons on the teaching of others, cause their knowledge, experience, and tact to bear upon the professional education of the students. The model village school, at the same time, brings the *personal* experience of the students down to the actual circumstances in which they will themselves be placed, when *called upon* to organise and conduct a school made up of chil-

dren of every admissible age. In this practical department, then, there is nothing more, I think, to be desired for giving to the student a thorough insight into the plan of school organization here adopted.

3. The third point to which I referred is the intellectual training of the students. In looking cursorily through the plan of study as adopted for the next year's course, one can hardly fail to be struck with the *multiplicity* of subjects to be gone through within so short a space of time; or to feel that none can really be pursued under such circumstances much beyond their more elementary branches. The natural apology for this is, that for teachers in *primary* schools we do not require men of profound scholarship, but rather men of good general information, well grounded in elementary knowledge, and apt in communicating it to others. This consideration is, I imagine, sufficient to justify the plan now generally pursued in the different training schools, of spreading the course of study over a large surface, and embodying in it a great variety of useful knowledge, rather than seeking depth in any particular branches.

The only thing to be carefully considered is, that in introducing so large a variety of subjects, an amount of attention should be given to *each* somewhat corresponding with its relative importance.

And here, perhaps, the plans adopted are open to some amount of criticism. Leaving out the religious and Scriptural lessons, the lessons relating to the professional duties of the teacher, and those on drawing and music, the other subjects naturally divide themselves into the mathematical and scientific on the one side, the linguistic and historical on the other. The number of hours devoted to the different branches of these two main subjects of study stands as follows upon the above-mentioned plan:—

First Year's Students.

Mathematical and Scientific.	Hours per week.	*Linguistic and Historical.*	Hours per week.
Euclid	2	English Grammar	2
Arithmetic	2	Reading	2
Algebra	1	History	1
Industrial Mechanics	1	Paraphrasing	1
Elements of Mechanism	1	Latin	2
Mensuration and book-keeping	1		
Chemistry	1		
	9		8

SECOND YEAR'S STUDENTS.

Euclid			
Arithmetic			2
Algebra			1
Trigonometry			1
Astronomy			1
Physics			1
Land Surveying			1
Chemistry			1
			9

English Grammar	2
Reading	1
Paraphrasing	1
History	1
Latin	3
	8

In the above list I have left out the *geography*, because that may be made to *tell* upon either side of the question, according as attention is paid to its more scientific or its more historical bearings.

Now, in teaching an elementary school every shred of knowledge which a master possesses on the linguistic and historical side of the scale comes into requisition. His reading, his paraphrasing, his English grammar, his illustrations of English words and English construction from Latin sources, his knowledge of historical facts, and even if he had ten times more knowledge than is here indicated of men and things and words and MIND in its earlier and later developments, all would be daily pressed into his service, and constitute him just so much more effective a trainer, in proportion as his mind was full and his head clear on these subjects. On the contrary, it is but a very small portion *comparatively* of his *mathematical* knowledge that will be ordinarily put to use in school-keeping. What *is* put to use is, of course, of great importance, and what is *not* put to use may be of some importance likewise as a mental training, but it seems to me that the *preponderance* of time and attention should hardly be on the side of that subject which has the least general bearing upon the whole life, labour, and success of the teacher. I do not know how far the plans of study, adapted for this or other normal schools, may emanate from local ideas on the relative value of the different branches to be taught, or how far they may be shaped by the necessities of preparing for the Government examination, but my impression is that there is a *tendency* widely visible to lay the largest amount of stress on what I think must, after all, be considered the *least* important branches of study.

These remarks relate of course only to the *plan* of study. Having been present at lectures given on almost all the different subjects, I am happy to take this opportunity of bearing my testimony to the zeal, the tact, and the efficiency of the *teachers, the* extensive attainments they for the most part bring *to the vigorous* performance of their duty, and the manifest

earnestness with which they labour to inform, to awaken, and to develope the minds of their pupils.

The whole household, in fine, appeared to me to be under a kind and paternal, though at the same time a firm and vigilant, superintendence. To this many things are conducive; the genuine kindheartedness of the principal, the earnest devotedness of the masters for the progress of their charge, the unity of aim and purpose that pervades the whole of the inmates, the daily cultivation of musical harmony both in its sacred and social form, and the desire evinced to promote the spirit of cheerful labour as the best preparation for the future conflict of life. May many go forth from year to year, and carry that spirit with them into their various spheres of action in the world!

I should with pleasure make some distinct reference to the plans and organization of the practising schools, but as these are now furnished with assistants and pupil-teachers under the Minutes of the Committee of Council, they will necessarily come under a special examination, and your Lordships be furnished with a special report of them from the Inspector of the Metropolitan district.

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

REPORTS ON ELEMENTARY SCHOOLS.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. F. C. Cook, M. A., &c., *on the Schools inspected in the Counties of Middlesex, Hertford, Bedford, and Buckingham.*

My Lords, January 1855.

During the last year so large a portion of my time has been occupied by work connected with the inspection of training institutions that I have not been able to examine many schools in my district, nor to collect a sufficient amount of statistical and general information to make a complete report. Moreover, at that part of the year which has hitherto been devoted to the preparation of a report, I have had daily engagements, which could not be postponed without causing serious inconvenience to school managers. Under these circumstances, I might have requested permission to present the tabulated reports upon the schools which have been inspected, without any further comment, were there not some points which I feel anxious to submit to your Lordships' consideration.

Summaries.

The following tables give a general view of the work done in this district, by myself and my colleague, the Rev. J. G. C. Fussell, between the 1st of September 1853 and the 31st of August 1854.

Summary A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.									
No. of Schools, *i. e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
130	100	95	74	20	259,629	28,806	29,787	173	475

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† *At the date of closing this return.*

Per-centage of Children, *present at examination*, learning *

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic, as far as Fractions and Decimals.	Arithmetic, as far as Proportion and Practice.	Arithmetic, as far as Compound Rules and Reduction.	Arithmetic, as far as Multiplication.	Arithmetic, as far as Simple Addition.
38·09	0·04	0·05	0·06	5·9	13·32	21·07	34·88	34·86	3·58	7·64	20·75	26·98	31·64

To write: From Dictation.	To write: On Paper.	To write: On Slates.	To read: Books of General Information.	To read: Easy Narratives.	To read: Letters and Monosyllables.	Liturgy, as adapted to Age.	Catechism.	Holy Scriptures.
52·67	52·27	51·77	39·66	36·31	26·56	19·19	03·29	88·19

Per-centage of Children *on the School Registers*.

Aged: Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Who have been in School: Over four years.	Four years.	Three years.	Two years.	One year.
23·21	15·55	16 11	15·63	13·0	8·46	4·99	2·27	0·78	3·69	5·94	7·04	11·25	40·95

Summary B.

Aggregate Annual Income, as stated by Managers, of 123 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,026 15 7	18,571 7 3½	9,411 16 0½	6,811 8 8	36,821 7 0½

Aggregate Annual Expenditure, as stated by Managers, of 123 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
18,801 19 0½	2,713 18 4	14,613 3 4½	35,629 0 8½

* *These* per-centages are confined to boys' and girls' schools, and do not include infants.

The number of schools well built, and supplied with all requisite appurtenances in this district, has been steadily increasing during the last ten or fifteen years. In the agricultural parishes the improvement is especially remarkable, and, notwithstanding many serious exceptions, makes it reasonable to hope that, with the liberal assistance now offered by your Lordships, the deficiencies still existing will be generally supplied. In the Metropolis, however, the case is somewhat different. The number of children applying for admission increases yearly; funds for building and maintaining schools, though not raised without great exertions and heavy sacrifices, are yet forthcoming in many parishes; but the difficulty of procuring a site is so great, owing to the tenure of property, and the general unwillingness of proprietors to alienate land adapted for building purposes, that it amounts to an impossibility in several of the most important districts of London. The difficulty exists to some extent, as I am informed, in most large cities, but in London it operates so prejudicially upon the cause of education that I venture once more to bring the subject before you. In last year's report, I pointed out two alternatives which, if sanctioned by your Lordships, might obviate the evil to some extent; but if it be considered necessary to have a complete school building, with some space for exercise and recreation adjoining, it is obvious that other measures are needed to effect such results. School accommodation.

From the tabular returns it appears that the school-rooms are generally well filled, but not crowded to excess. There are, however, some exceptions; and both I and my colleague have sometimes had occasion to remonstrate very strongly in cases where managers have greatly exceeded the maximum which ought to be allowed. Children suffer much in body and in mind from the effects of an overcrowded school-room. It is impossible to preserve perfect discipline, to prevent copying, or to keep the faculties in a state of activity, when the numbers exceed one for six square feet. It is difficult to resist the plea of managers, when they declare that they have no alternative between leaving the children to wander about the streets, or admitting them at the risk of lowering the general tone of the school. The only remedy, of course, is to build new schools within a reasonable distance. This may be difficult or impossible; but, at any rate, the existing schools must be maintained in an efficient state, both as regards the physical and mental condition of the children. Attendance of children.

It is satisfactory to remark that the number present at inspection exceeds the number represented by the managers to be the average attendance, viz., 29,787 to 28,896. I observed last year the same fact, which is important as proving Number present at inspection.

that dependance can be placed upon the registers, and that the Inspector's visit is welcomed by the children and their parents.

Certificated teachers. The number of certificated teachers is increasing steadily.

In 1850	-	there were		-	61
In 1851	-	-	„	-	72
In 1852	-	-	„	-	111
In 1853	-	-	„	-	125
In 1854	-	-	„	-	173

I believe that this increase somewhat exceeds the general rate throughout the country, and if so, it may be attributed to the high rate of payment in my district. The managers of the London schools under inspection are fully aware that the success of the school, in a financial point of view, depends mainly upon the efficiency of the instruction, and that it is the most economical as well as the most satisfactory proceeding to engage the services of a well-trained and able teacher. There are many schools in this district where the school-master receives from 80*l.* to 100*l.* from the managers, with good apartments, while the payment for certificate and pupil-teachers averages 30*l.*, and may reach 45*l.*; 30*l.* for certificate, and 15*l.* for four pupil-teachers. It is with much gratification that I record a scale of remuneration which not inadequately rewards the exertions of a highly meritorious, and in former years an ill-paid, class of men. I will also take this opportunity of stating once more my opinion that most of the schools conducted by masters and mistresses who have obtained certificates after passing many years in school-keeping are remarkable for effective discipline and general efficiency.

Pupil-teachers. The number of pupil-teachers has increased very considerably, after a temporary check.

In 1851	-	there were		-	416
In 1852	-	-	„	-	408
In 1853	-	-	„	-	370
In 1854	-	-	„	-	475

This I attribute chiefly to the increase of certificated teachers. I have heard many complaints from school managers as to the difficulty of procuring fit candidates in boys' schools, owing to the high rate of remuneration for juvenile labour, and several promising youths have been withdrawn before the expiration of their apprenticeship, having obtained situations with salaries varying from 40*l.* to 60*l.* per annum. But on the whole, it appears to me that the supply is not likely to be materially diminished, provided that the education of the elder children in attendance is effectively conducted, and the inducements to become school teachers are properly represented to the youths, and to the parents. I am also clearly of opinion

that it will be advantageous if school managers will generally employ the most deserving lads between 11 and 13 years of age in some department of school work, and pay them for their work. It may be deemed advisable to give them some assistance in this, as it appears from the tabular statement, that the voluntary subscriptions at present but little exceed the payments for annual salaries.

Decline in age of children in attendance.

I observe, to my great regret, that the tables representing the age of the children, and the time which they pass in school, do not give so favourable an aspect as those of the two last years. The per-centage of boys and girls above 12 years of age had increased from 11·28 to 13·43, and in the following year to 18·85. This appeared to me a hopeful symptom; but this year it has *decreased* to 7·02. I am sorry to say this cannot be accounted for by any change in the external circumstances of the schools under inspection, inasmuch as the proportion of infant and mixed schools is nearly the same. It depends upon causes too deeply seated, it may be, to be easily counteracted, but of too much importance not to call for serious inquiry. The question is whether those causes are external or internal; whether they depend upon the labour market and the habits of parents, or upon the imperfect adaptation of the system of national education to the employments of after life. These are points which may well engage the attention of the statesman and legislator. I will venture to state those facts bearing upon both questions, which have come under my cognizance in the course of my professional experience.

External causes.

The following I believe to be a fair statement of the general results in the agricultural and metropolitan portions of my district. In *country parishes* boys are employed from three to five months in the year after the age of seven, and they are withdrawn from school altogether between ten and eleven. I believe that at present there are scarcely any children of agricultural labourers above that age in regular attendance at school in my district; the very few of more advanced age are the sons of small tradesmen, yeomen, or upper servants, to whom the good education at present offered in very many schools acts as a powerful attraction. There are also a few boys and more girls of poor but respectable parentage, who remain in the hope of becoming pupil-teachers, and some of the best apprentices in my district are the children of poor widows. Such cases are, however, exceptional, and do not affect the general statement. The withdrawal of these children is owing entirely and exclusively to the demand for labour. I have inquired very carefully and regularly every year since my first appointment, and I am convinced that the parents in very many cases, and

the children all but universally, would gladly extend the period of school attendance to twelve or thirteen; but many farmers insist upon employing them, and the parents are quite unable to resist the pressure. Even when they are willing to make the two-fold sacrifice of losing the wages paid to their children, and of paying the school fees,—a matter comparatively unimportant,—they are frequently not allowed any option by their employers. I have known of many cases where farmers have told labouring men that they must either send their children to work at eight years old, or lose their own places. I beg permission to state my deliberate conviction that no improvement in the schools, no rewards or encouragements to deserving children, will counteract this great and universal evil in agricultural districts. The only remedy which will produce any effect will be to induce the farmers to allow boys to attend a school two or three hours daily, or an average number of hours in the course of the week or season. The Minute lately passed by your Lordships will doubtless have some effect in calling the attention of the supporters of country schools to the subject, but I have little hope that any general result will be achieved without legislative interference. In *town schools* the boys remain somewhat later at school; but there are very few children of common workmen who remain beyond the age of twelve. They obtain situations very generally between eleven and twelve. I have ascertained that at that age steady and intelligent lads gain from 3*s.* to to 7*s.* weekly in London.* So far as I can judge from a tolerably wide experience, the wages now paid to boys are much larger than formerly, and are steadily increasing. Many parents, as I can testify from personal knowledge, are well aware of the value of the education which their children receive, especially between eleven and thirteen, and they know that if they can keep them in school so long they will obtain far more lucrative situations; but the temptation, or rather let me call it the inducement, to set boys to work when their earnings contribute materially towards the maintenance and comfort of the family, is too strong to be resisted by parents dependent upon manual labour. These statements are, in my opinion, so certain, and rest upon facts so easily ascertained, that I might altogether pass over the question whether the early termination of school attendance be attributable to internal defects in the system of education adopted in our schools. A sufficient cause has been assigned, and no other need be sought for, to account for the facts. But the question is in

* *Some tradesmen* in my own neighbourhood pay 8*s.* per week to boys under *twelve years of age.*

itself of that paramount importance that I should not be justified in leaving it without an answer. I would be understood as applying the following remarks to those schools only which are efficiently conducted, in the receipt of annual grants, and supplied with all that is requisite for their proper organization. The questions which have been constantly present to my mind in every school which I have inspected, are these:—Is the instruction which these children are receiving sound and *practical?* Does it include all that is likely to be *useful* to an intelligent youth in the situations which he may reasonably hope to obtain? Is any portion of it superfluous, occupying time that might be more profitably employed, introduced for purposes of mere display, or retained by the prejudices of the teachers and managers? Are the defects which are observable in particular instances, to be attributed to the system or to the agents, to false principles, or to imperfect execution? The answers which my observations in former years supplied to these questions were far less satisfactory than those which I can confidently give at present. A boy of fair average attainments, at the age of twelve years in a good school, has learned—

Average attainments in secular instruction.

1. To read fluently, and with intelligence, not merely the school-books, but any work of general information likely to come in his way.

2. To write very neatly and correctly from dictation and from memory, and to express himself in tolerably correct language. The latter attainment, however, is comparatively rare, and has been one which I have specially and repeatedly urged upon the attention of school managers.

3. To work all elementary rules of arithmetic with accuracy and rapidity. The arithmetical instruction in good schools, includes decimal and vulgar fractions, duodecimals, interest, &c. Much time and attention are given to this subject, but not more than are absolutely required. Indeed, when I have been consulted upon alterations of the time-tables, I have invariably recommended a larger proportion of time for this subject.

4. To parse sentences, and to explain their construction. But the progress in English grammar is not satisfactory; and, though much time is given to the subject, it is not taught with sufficient energy and skill in a large proportion of schools which in other respects are efficiently conducted.

5. To know the elements of English history. A good elementary work on this subject is still a desideratum; but the boys are generally acquainted with the most important facts, and show much interest in the subject.

6. In geography, the progress is generally satisfactory. In fact, *most persons who attend the examinations of good schools*

are surprised at the amount and the accuracy of the knowledge of physical and political geography, of manners, customs, &c., displayed by intelligent children of both sexes. Well drawn maps, often executed at leisure hours by the pupils, are commonly exhibited on these occasions.

7. The elements of physical science, the laws of natural philosophy, and the most striking phenomena of natural history, form subjects of useful and very attractive lectures in many good schools. These subjects have been introduced within the last few years with great advantage to the pupils.

8. The principles of political economy, with especial reference to questions which touch on the employment and remuneration of labour, principles of taxation, uses of capital, &c., effects of strikes on wages, &c., are taught with great clearness and admirable adaptation to the wants and capacities of the children of artisans, in the reading books generally used in the Metropolitan schools. I have found the boys well acquainted with these lessons in most schools which I have inspected in the course of this year.

9. Drawing is taught with great care and skill in several schools by professors employed under the Department of Science and Art.

That any addition can be advantageously made to this list I do not believe, considering the age of the children; nor am I of opinion that any of these subjects could be omitted without practical detriment to the schools. There is abundant room for improvement in all details of the system, but I cannot understand the objections which proceed on the assumption that the system is exclusive, unpractical, and ill adapted to the wants of the people, or to the spirit of the age.

Religious instruction.

I have confined my observations hitherto to the secular aspect of school studies, because objections are generally made by persons who believe that the time of children in National schools is absorbed by the Church Catechism and unintelligent reading of the Old Testament. But I do feel bound once more to record an opinion, deliberately formed and confirmed by a long and minute acquaintance with the working of elementary schools, that the one great influence which has elevated and developed the intelligence of these children, which has given clearness and accuracy to their perceptions, which has moulded their judgment, exercised their reason, and expanded their imagination, has been the careful, daily, and uninterrupted study of the Word of God. The religious instruction in our best schools is of an excellence which has never been rivalled in any system of national education, and which can be appreciated only by those who have had opportunities both of constantly examining the children under

instruction, and of watching the effects of that teaching upon their conduct in after-life. I know many young men and women who are now doing their duty humbly and faithfully in their appointed sphere of action, who gratefully attribute the measure of success that has rewarded their exertions, to the impressions, instructions, and habits acquired in National schools.

Remedial measures against too early withdrawals from schools

If the preceding remarks are correct, it remains to be considered what measures may be effectual in counteracting the obvious evil of so early a withdrawal from the religious, moral, and intellectual influences of school.

1. Every inducement should be offered to the elder children to remain until thirteen years of age. It is an excellent plan, which, as I am informed, has succeeded perfectly at Chester, to diminish the school fee progressively, in proportion to the time children remain at school. I am of opinion that it would be advisable to increase the fees for the under classes in most schools, and to give the instruction in the first class gratuitously to all boys and girls whose parents apply for such a boon. It is true that the instruction given in the first class is worth more money to the parents, but the pecuniary loss which, as I have shown, they sustain in keeping their boys at school is the utmost that can be expected of them; and only those who are in the receipt of high wages, and are persons of temperate, frugal, and provident habits, are able or willing to make the sacrifice. I also think that frequent presents of books, and rewards in clothes, &c., ought to be distributed. A small amount of money well expended in prizes would have a considerable effect upon the children and their parents. This suggestion I made in my report for 1853, and I find that it is approved by the most experienced and energetic school managers in my district. These recommendations, if generally adopted, would produce a definite amount of good. They would, in my opinion, keep a not inconsiderable number of the steadiest and most intelligent children in school one or even two years longer than at present; but they would have little effect upon the great mass, who leave before they rise into the first class, and would have no chance whatever of obtaining any of these rewards.

2. Evening schools, well organized, and efficiently conducted, appear to me, at present, to be the most important supplement to the daily school. When the instruction given in these schools is attractive, and thoroughly practical, that many youths, of both sexes, attend pretty regularly, and make fair progress. Grants for books, apparatus, and salaries of teachers, are now made by your Lordships; but the managers *generally inform me that* they have the greatest difficulty in

finding proper superintendents and teachers and in providing sufficient funds. The evening school, however useful it may be made, will, after all, be available only to a small proportion of those boys who are employed by tradesmen, &c., some 8 or 10 hours a-day, and to a still smaller proportion of girls.

3. The only real and effectual remedy is one which might easily be supplied if the employers of juvenile labour were generally convinced of the well ascertained fact, that a more complete education would make the youths in their service more valuable instruments. They would only have to arrange the employment of the boys so as to allow them to attend school some three hours daily until the age of fourteen, or even fifteen years. This is done occasionally, and with satisfactory results; but if it were done universally, it would altogether change the condition of the labouring classes. We should have a really well-educated population, equal to any, and superior to most countries in mere amount of attainment and mental ability, and far above the generality in well directed energies and practical good sense. Such a system would involve some alterations in the organization of our schools and in the hours of attendance, which could be easily made without impairing their efficiency, or involving any considerable expense. By what means it could generally or partially be realized is not within my province to determine. Much might undoubtedly be done by a combination of the most enlightened employers of labour in the metropolis, by the civic authorities, and the influence of individuals, but I acknowledge that I can see no reason why the power of the legislature should not be brought to bear upon a question that so materially affects the physical, social, and intellectual condition of the large mass of our population.

I have not spoken of industrial schools, because I believe that they are not likely to have any effect upon the class of children who attend our National schools in London. In manufacturing and agricultural districts, and in pauper or reformatory schools in large towns, a system of remunerative employment for children may be most beneficially introduced, but the boys and girls of our artisans and respectable workmen require an education which will expand their minds, cultivate their faculties, give them just views of their duties, privileges, and responsibilities, and make them well conducted and intelligent members of the community. Such instruction is offered now in our best schools; and, if it is not received by all for whom it is intended, this is owing to causes which are *wholly unconnected with any inherent unfitness in our educational system.*

I cannot terminate this report without briefly adverting to the fact that a large number of schools in the east of London, and in many suburban and agricultural parishes, are suffering grievously for want of funds. The subject has been brought under the notice of the Lord President in an able letter from the Rev. W. Rogers, the energetic incumbent of St. Thomas', Charterhouse, which contains a faithful and by no means an exaggerated statement of the difficulties, all but insurmountable, with which the clergy of many districts, especially in Bethnal Green, Stepney, have contended during many years, with a patience, earnestness, and self-sacrifice beyond all praise.

Want of funds for support of schools.

I have the honor to be, &c.

F. C. Cook.

To the Right Honorable
The Lords of the Committee of Council on Education.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. H. W. BELLAIRS, M.A., &c., *on the Schools inspected in the Counties of Gloucester, Oxford, Warwick, Worcester, Hereford, and Monmouth.*

MY LORDS,

Number of schools inspected, certificated teachers, and pupil-teachers.

THE number of schools inspected in this district by Her Majesty's Assistant Inspector, the Rev. J. W. D. Hernaman and myself, during the past year, are 419; viz. 108 boys', 103 girls', 70 infants', 138 mixed, collected in 277 separate buildings; in which there are 153 certificated teachers, and 382 pupil-teachers. The number of children present at examination was 30,365.

The schools receiving annual grants (including "capitation fees") are as follows:—

GLOUCESTERSHIRE.

Alstone.
Avening.
Almondsbury.
Bristol—
  St. Simon's.
  St. Michael's.
  St. Andrew's.
  H. More's.
  St. Paul's.
  Pennywell Lane, Ragged.
  St. Jude's.
  Brandon Hill.
  St. Augustine's.
  Benevolent Society of St. James and St. Paul.
  Berkeley Place, Infant.
  Educational and Industrial, Ragged.
Berry Hill, Ch. of E.
Brimscombe.
Bussage.
Chalford.
Cerney (North).
Clifton.
Cainscross, N.S.
Cerney (South)
Chipping Sodbury.
Charlton.
Charlton, Girls'.
Cheltenham—
  St. John's.
  Bath Road.
  Naunton, Infants'.
  St. Paul's, N.S.
  St. James', N.S.
  Trinity, N.S.
  Old Charity.
  St. Mary's, N.S.
  Ch. Ch., N.S.
Dumbleton, N.S.
Dean Forest, Trinity.
Dursley.
Durdham Down, St. John's.
Eastington, N.S.
Forthampton, N.S.
Fairford, Educational.
Gloucester, N.S.—
  St. Michael's.
  St. James's.
  St. John's.
Gloucester, N.S.—*continued.*
  St. Mark's.
  Bristol and Oxford, Diocesan.
Hanham, N.S.
Hawkesbury.
Kemerton.
Kingsdown, St. Matthew's.
Minchinhampton.
Newent, N.S.
Oldland, N.S.
Oddington, N.S.
Painswick, N.S.
Prestbury, N.S.
Pauntley, N.S.
Quedgeley, N.S.
Risington (Little), N.S.
Stow-on-the-Wold.
Stroud, N.S.
Stapleton, Dr. Bell's.
Shirehampton, N.S.
Sandhurst, N.S.
Shipton Moyne, N.S.
Tetbury, N.S.
Tewkesbury, N.S.
  " Holy Trinity.
Thornbury, N.S.
Tormarton, N.S.
Uley, N.S.
Upton St. Leonard's, N.S.
Weston-sub-Edge.
Whiteshill, N.S.
Westbury-on-Trym, N.S.
Winterton, N.S.
Winterbourne, N.S.

OXFORDSHIRE.

Banbury, N.S.
Beckley, N.S.
Bradwell, C. of E
Benson, N.S.
Chipping Norton, N.S.
Cowley, N.S.
Cuddesdon, N.S.
Churchill and Sarsden, N.S.
Great Tew, Endowed.
Headington, N.S.
Henley-on-Thames, N.S.
Ibstone.
Iffley, Ch.
Lewknor, N.S.
Launton, N.S.
Nuneham, N.S.
Oxford—
  Blue Coat.
  St. Paul's.
  St. Mary Mag.
Thame, N.S.
Witney, N.S.
Wheatley, N.S.

WARWICKSHIRE.

Atherston, Grammar.
Alcester, N.S.
Attleborough, N.S.
Bentley, Church of England.
Birmingham—
  St. Philip's.
  Bishop Rider's.
  St. Mary's.
  St. Stephen's.
  Free Industrial.
  St. Peter's.
  St. Bartholomew's.
  St. Thomas's.
  St. George's.
  St. Paul's.
  St. Luke's.
  McDonald's, St.
  St. Mark's.
Bidford.
Brinklow.
Claverdon.
Clifton-on-Dunsmoor.
Coventry—
  St. Peter's.
  St. Michael's.
  St. John's.
Cubington.
Deritend, St. John's, N.S.
Dunchurch, Boughton, Endowed.
Eatington.
Edgbaston.
Kingsbury, Endowed.
Kinwarton and Great Alne.
Long Itchington.
Newbold-on-Avon, P.S.
Nuneaton Abbey, Endowed.
  " Church Lane.

Batley, Ch.
Rugby, P.S.
" Elborough.
" St. Matthew's.
Snitterfield, N.S.
Shirley.
Stockinford, N.S.
Solihull, Lower, Free.
Warwick, St. Mary's.

WORCESTERSHIRE.

Bengeworth, N.S.
Bredicott, N.S.
Bromsgrove, N.S.
Belboughton, N.S.
Cradley, N S.
Droitwich—
Coventry Char.
St. Peter's, N.S.
Evesham, N.S.
Hurstgrove.
Harrington, N.S.
Hagley, N.S.
Halesowen.
Kidderminster—
St. George's.
St. Mary's.
Infants.
Moseley, N.S.
Martley, N.S.
Offenham, Ch.
Powick, N.S.
Pershore, N.S.
Redditch, N.S.
Redmarley, N.S.
Stourport, N.S.
Shipton-on-Stour, N.S.
Tardebigge, N.S.
Worcester—
Diocesan Training.
All Saints'.
St. Paul's.
St. Peter's.
St. John's.
St. Martin's.
All Saints'.

HEREFORDSHIRE.

Brampton Brian, Ch.
Bridstow, Endowed.
Bosbury, N.S.
Croft and Yarpole, N.S.
Dilwyn, N.S.
Eaton Bishop.
Goodrich, Ch. of England.
Hatfield, N.S.
Hereford—
Blue Coat, N.S.
St. Peter's.
Leominster.
Ledbury, N.S.
Leintwardine, Endowed Free.
Much-Marcle, N.S.
Madley.
Mansel-Lacey, N.S.
Scudamore, N.S.
Weobley.

MONMOUTHSHIRE.

Abergavenny, N.S.
Blenafon, Free.
Chepstow, N.S.
Court-y-bella, N.S.
Newport, Middle.
Pontypool, Charity.
Pillgwenlly, Trinity.
Pontnewynydd, N.S.
Rhymney Iron Works.

The general character of these schools is good. So far as *provision* for their efficiency is concerned; the buildings, apparatus, and fittings are sufficient; and the teachers well qualified for their office. The probability is that no great improvement in these respects will be effected. And yet, independently of their insufficiency numerically to supply the wants of the nation (for in many parts of the country they are but thinly scattered), they do not meet the educational wants of their respective localities, inasmuch as they are ill supplied with children. Remorseless competition, whether short-sighted or not, steps in with her demand for cheap production, and tempts the *hands*, while the school loses the *heads* and the *hearts*. **Character and condition of above-named schools.**

In my report of last year I entered somewhat carefully into the annual amount earned in this district by children between 8 and 14 years of age, at the rate of earnings in the neighbourhood of Birmingham, viz., 4*s*. per week, amounting to 518,367*l*. 4*s*. There are two ways of looking at these figures. The popular way is to blame the poor for allowing their children to earn this sum. I suspect that if the same temptations were presented to other classes of increasing their incomes 25, 50, or 100 per cent., by means of their children's labour, and that without damaging them for the labour market, (for this is very generally the case with the poor man's child, however ill-educated he be,) very many of those who blame the poor in this matter would fall under it. A careful consideration of this subject seems to me to offer one of these three courses for our remedy:— **Attendance affected by earnings.**

I. Compulsory attendance.
II. Half-time system.

Importance of improving value of education.

III. An improvement in the marketable value of education. This can only be done by a general movement from above. When intellectual qualifications are recognized, not only as necessary conditions for certain offices and privileges, but as the sure means of attaining them, all classes, not excluding the "labouring," will undergo sacrifices to secure them. Faith in this principle exists in a different ratio in the different grades of society, according to the experience of each. It has scarcely yet touched the poorer classes. Until it does we shall but waste our breath in preaching to them the propriety of carrying first principles to this matter, and of "stinting" themselves and their children now, with the *chance* of their greater success hereafter.

Difference between *provision* and *use* of school-accommodation.

The following figures will show the waste of expenditure in these six counties, in consequence of the excess of educational *provision* over *use* :—

The returns in my report for this year extend to 277 schools, in which there is accommodation for 357,250 children, according to the space of 8 square feet per child allowed by your Lordships. The ordinary attendance in these schools for the last year has been 29,527 ; the numbers present at inspection, 33,365. Supposing the amount of accommodation provided to represent the amount required, the sum would stand thus—

Accommodation provided - - -	357,250
Accommodation used, as seen by ordinary attendance	29,527
Difference between accommodation and use - -	327,723

With regard to the attendance of the children, I find that in 1850 the number of schools reported upon was 137, in which the ordinary attendance was 13,030, of the children attending these schools the average per cent. of those above the

Age of	14 years - - -	was	1·96
Above	13 „ - - -	„	2·62
„	12 „ - - -	„	4·55
„	11 „ - - -	„	11·17
„	10 „ - - -	„	9·79
„	9 „ - - -	„	11·75

During the past year the number of schools reported upon in this district is 277, in which the ordinary attendance was 29,527. Of the children in attendance at these schools, the average per cent. of those—

Above	14 years - - -	was	·541
„	13 „ - - -	„	2·73
„	12 „ - - -	„	4·79
„	11 „ - - -	„	7·18
„	10 „ - - -	„	10·55
„	9 „ - - -	„	13·12

From this it will seen that the average per cent.—

Above	9 years in 1850	-	-	was	41·84
„	9 „ 1854	-	-	„	39·71

Showing a decrease of 2·13 per cent. in 3 years.

In 1853, the number of schools inspected was 193, with an ordinary attendance of 20,197. The per-centage of those who had been at school—

Above	4 years	-	-	-	-	was	5·08
„	4 „	-	-	-	-	„	4·61
„	3 „	-	-	-	-	„	6·89
„	2 „	-	-	-	-	„	6·91

In 1854, the per-centage of those who had been at school—

Above	4 years	-	-	-	-	was	3·54
„	4 „	-	-	-	-	„	3·89
„	3 „	-	-	-	-	„	7·46
„	2 „	-	-	-	-	„	12·88

Educational progress.

From this it appears that, during the past year, there has been a considerable gain in the attendance of children who have been at school two years and upwards, but a loss of those who have been at school three and four years; for, taking the aggregate of those who had attended two years and upwards, we have the following results. Those who had so attended were—

In 1853	-	6·91	per cent.
In 1854	-	12·88	„
Giving an increase in 1854 of		5·97	„

Those who had attended three years and more—

In 1853	- were	-	15·58	per cent.
In 1854	- „	-	14·89	„
A decrease of	-	-	·69	„

Those who had attended four years and more—

In 1853	- were	-	9·69	per cent.
In 1854	- „	-	7·43	„
A decrease of	-	-	2·26	„

School finances.

In respect to income and expenditure, the figures afford us some favourable conclusions. The amount of voluntary contributions to each of the 137 schools inspected in 1850 was on the average 38*l.* 6*s.* 4½*d.*; while in 1854, to each of the 241 schools inspected, it was 46*l.* 14*s.* 11*d.*, or 8*l.* 8*s.* 6½*d.* additional per school.

Children's pence.

Again, the amount of school pence per school in 1850 was 25*l.* 2*s.* 10½*d.*; in 1854 it was 31*l.* 4*s.* 8½*d.*, or 6*l.* 1*s.* 10*d.* additional per school.

Total income.

The total income per school in 1850 was 78*l.* 12*s.* 8¾*d.*; in 1854 it was 115*l.* 14*s.* 2¾*d.*; an increase of 37*l.* 1*s.* 6*d.* per school, something like 50 per cent.

Expenditure.

Some of the items in expenditure are not less striking, *e.g.*:—

In 1850 the amount of salary per school was 61*l.* 10*s.* 6¾*d.*; in 1854, 75*l.* 19*s.* 9½*d.*, or an increase of 14*l.* 9*s.* 2¾*d.*, some 25 per cent. In 1850, the amount expended in books, per school was 5*l.* 10*s.* 2*d.*; in 1854, 7*l.* 15*s.* 1¼*d.*, or an increase of 1*l.* 14*s.* 11¼*d.*, some 30 per cent.; and this without taking into calculation the great increase of books purchased by the children. In this district the custom of children purchasing their own books has made, and is still making, a rapid stride. The total expenditure per school in 1850 was 84*l.* 18*s.* 4¾*d.*; in 1854, 110*l.* 0*s.* 3¼*d.*, an increase of 25*l.* 1*s.* 10½*d.* per school, or more than 30 per cent.

This increase of income and expenditure is a strong proof of the nature of the voluntary principle in education, where it can be applied, when judiciously stimulated by conditional aid, as is done by your Lordships' annual grants.

"Vires acquirit eundo."

I have appended some statements concerning the payment of school fees (*Appendix* A.)

PER-CENTAGE of CHILDREN on SCHOOL REGISTERS.

Year.	Number of Schools.	Aged							Have been in School			
		Eight years.	Nine years.	Ten years.	Eleven years.	Twelve years.	Thirteen years.	Over fourteen years.	Over four years.	Four years.	Three years.	Two years.
1850	137	12·76	11·75	9·79	11·17	4·55	2·62	1·96	—	—	—	—
1852	172	15·32	14·34	12·71	10·08	6·73	4·35	3·4	—	—	—	—
1853	193	15·72	15·05	13·57	11·37	8·27	5·49	3·31	5·08	4·61	6·39	6·91
1854	241	13·07	13·12	10·35	7·18	6·79	2·78	1·54	3·54	3·89	7·46	12·88

AVERAGES.

INCOME.

Year.	Number of Schools.	Endowment.	Voluntary Contributions.	School Pence.	Other Sources.	Total per School.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1850	137	11 0 3	38 6 4½	25 2 10½	4 3 3	78 12 8½
1852	172	11 14 7½	51 3 4½	28 18 1½	19 0 0½	110 16 2½
1853	193	8 7 3½	47 6 4	25 4 2½	21 16 9½	102 14 6½
1854	*241*	9 12 10½	46 14 11	31 4 8½	28 1 8½	115 14 2½

EXPENDITURE.

Year.	Number of Schools.	Salaries of Teachers.	Books, &c.	Miscellaneous.	Total per School.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1850	137	61 10 6¾	5 10 2	17 17 8	84 18 4¾
1852	173	78 4 0¾	7 2 9¾	18 7 6¾	103 14 4¾
1853	193	63 1 8¾	6 16 10¾	20 13 8¾	95 12 3¾
1854	241	75 19 9¾	7 15 1¾	20 5 5	110 0 3¾

Purchase of books by children for their own use.

The practice of persuading or compelling the children to purchase their books is, as I have observed, extending in the district. The financial advantages to the school are among the least to be considered in this matter. To see some of them one need but ask how any public school would succeed which should exclude all work performed out of school—the inevitable result where children neither purchase books nor take home with them those which belong to the school.—(*Appendix* B.)

Manual Industry.

Manual industry is also spreading. Your Lordships' capitation grant of 2*s.* 6*d.* to all children properly instructed in gardening, or other handicraft, will do much in this direction. I could wish that the fee were larger, at all events for a time. Few things have convinced me more of the importance of this, in a physical point of view, than the appearance of some of the schoolmasters in this district on some late occasions. Their pallid and care-worn countenances in many instances prove that the body is resenting the neglect to which it has been subjected. Fresh air and exercise are of more importance in preserving health than many people admit, and there is much to be gained from any plan which will induce men of sedentary habits to pursue them.—(*Appendix* C.)

School-hours.

Alteration of school hours is also extending. The children meet at 10, are dismissed for dinner at 12¼ or 12½, return to school at 1 or 1½, and leave at 3. In some schools a portion of the Wednesday afternoon is spent in gardening or other *manual* industry instead of in *books*. This seems to work well.

Reformatory and industrial schools.

My inspection for the past year has embraced Reformatory and Industrial as well as National schools. Of these the reports are tabulated in the usual form. I beg leave to call your Lordships' attention particularly to the Birmingham Industrial School, which is supplying what was felt as a great want in that town, and is very admirably conducted. The peculiar province of this institution is to deal with a class of children which none other of our schools touch. The National and the *British* schools embrace the children of

the small tradesmen, the artisans, and the labouring poor; the Workhouse schools take in the children who are resident within the walls of the unions; the Reformatory schools take up the *criminals*, rescue them from the walls of the prison, and attempt to restore them to society; but for the class which is too poor to pay the school fee of the National school, which is obliged to earn a *portion* at least of its livelihood by labour, and which has not qualified itself by transgression of the law for the Reformatory, there is no place but such as is provided at Birmingham. There is an attempt to carry out a similar institution at Bristol; but, although it possesses some certain high qualities of its own, it is not so efficient as that at Birmingham. One great object in both these schools is to make the children earn, as far as possible, their learning by manual work. The difficulty is to find remunerative employment for them; this is the case even in places where there is great demand for juvenile labour. Some further inquiries will probably enable the managers to solve the problem.

*Endowed Schools.**

Endowed schools.

There are in my district many schools with small endowments, which under your Lordships' present regulations are excluded from "*augmentation*" grants. The consequence is, that the managers, are unable to engage the services of certificated teachers, and the endowments which were intended for the provision of efficient education are not simply useless, but positive obstructions to all progress. I would beg leave to call your Lordships' attention to this subject.

Schools of Art.

Schools of Art.

These institutions are not extending much in the district. The assistance afforded by the Board of Trade is insufficient to induce persons not commercially interested to undertake the responsibility and trouble of establishing such schools. Your Lordships' regulations respecting art study in training colleges will go far to turn out a class of drawing masters, and the rule of the Board of Trade, which obliges each Local School of Art to instruct a certain number of elementary schools before it can receive Government aid, will tend to diffuse it to a certain extent in those places where schools are established and supported by persons interested in their success, but will not, I fear, secure its regular diffusion through the country. My own impression is very strong that drawing should be made, not merely a branch of trade, but, an integral part of our

* *Vide Appendix* D.

educational system. Few things are more calculated to improve the faculties of the mind, and to make it observant, perspective, accurate, and true. To take only one branch of the subject, how valuable in all the varied operations of life, must be that habit of weighing carefully the relative importance of objects, which necessarily attends "composition," where everything has its own proper size, colouring, and place! It is, I think, very desirable that this important study should be much extended.—(*Vide Appendix* E., especially Memorandum from Birmingham School of Art.)

Female Industrial Work.

Female industrial work.

The difficulties attending this ought not to induce its neglect. There is very little doing in this direction, with the exception of needle-work. Much more I am satisfied might be done, if the managers and mistresses would look at the matter in a plain common sense way, and consider themselves bound to fit girls for a proper discharge of domestic duties, whether in "service," or in their own cottages, and be content with "small things." I have never been more fully convinced of the possibility of result in this direction than on my late visit to Iffley, a small agricultural parish in Oxfordshire, under the cure of the Rev. T. Acton Warburton. The girls there not only learn to sew and cut out, but on every Friday the school closes earlier than usual, when some of the elder girls are told off in turn to scrub the floors, clean the grates, and perform other household work. The mistress superintends, showing how the various works are best performed; and Mr. Acton Warburton, by occasional presence and remarks, endeavours to give these operations the character of industrial training, rather than domestic drudgery. Some of the parents, he says, made objections at first, but on explaining to them his intentions, and the advantages to their children, they all yielded to his representations. In some schools ladies attend in the afternoons, to read to the children while they are working. This appears to be a useful opening for ladies to work in.

Reading Rooms and other sources of recreation.

Reading rooms, &c.

These are extending, but might be increased. At Iffley, as above, the attempt has been successful. Mr. Acton Warburton, on this head, writes to me as follows:—

"I made an early effort to institute a reading-room; in this I met with the genial co-operation of my excellent friends in the parish, who are all favourable to enlightened plans of education, and full of sympathy for the working man. The room is fitted up comfortably. The neighbours have contributed a very fair library, and supply us with all the best newspapers. Chess and draughts are provided, and a nice nine-pin alley laid down behind the room.

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"In connexion with the reading-room is a cricket club, to which all members are admissible. In the winter evenings there are classes for such of the members as may desire to improve themselves in reading, writing, and ciphering. These classes are free, the books only being paid for. Coffee is provided for the members at 1*d.* per cup, bread and butter 1½*d.* additional. The income to the funds of the club from this source during the past year amounted to 4*l.* 18*s.*; the expense of provisions, 4*l.* 13*s.*

"Several friends of the institution have delivered interesting lectures on various subjects during the past year. These have been remarkably well attended by the working men."

Pupil-Teachers.

Pupil-teachers.

I venture to bring again under your Lordships' consideration the importance of modifying the existing system of pupil-teachers. The defects referred to in my report of last year will, I conceive, be fully borne out by the experience of Her Majesty's Inspectors, viz., the insufficiency of teaching staff provided by one pupil-teacher to forty scholars; and the number of inefficient, partially efficient, and unwilling persons who are annually thrust into the profession. To which I will add the great pecuniary loss sustained by the Government in supporting, for five years each, a large body of pupil-teachers, who, on the termination of their apprenticeship, resort to other professions. From the Rev. H. Moseley's last report it appears that 750 pupil-teachers finished their apprenticeships in 1853; that 304 of these competed for scholarships; that 248 were successful, 56 failed. Of the 502 who failed in obtaining scholarships Mr. Moseley thus writes:—

"There remain 502 of the 750 without Queen's scholarships, *and of whom but a very few will probably become schoolmasters. For I have ascertained that but a small proportion of the pupil-teachers who do not obtain Queen's scholarships find their way to the training-schools.*"

"Of the 370 male pupil-teachers who remained without Queen's scholarships at Christmas 1852, only 31 entered the training schools. *The remaining 539, educated with so much pains, and at so great a cost, for the office of the teacher, were probably nearly all of them lost to the cause of education.*"

My own impression is that a great part of the evil would be removed by certain modifications of the existing plan of apprenticeship. The plan proposed in my report of last year would, I think, prove a fair basis of such modifications. The principle to be kept in view would be the elimination of all such pupil-teachers as would not *heartily* embrace the profession. This is not sufficiently provided for in the present plan, which assumes that a boy of 13 years of age is competent to determine upon his choice of the future. My scheme proposed 16 years of age as a fit time for such determination; 15 would probably answer as well; and, if so, would remove a difficulty which meets the plan proposed at its

termini. By taking 15 as a proper time for *determination*, children might be taken for stipendiary monitors at 12 instead of at 13, and at 15 would be more eligible for other employments than at 16. Their apprenticeship of four years would then terminate at 19, and they would have two years training at a college instead of one. There are also objections to the plan I proposed, in that it confines the *apprentices* to schools of 100 children and upwards; whereas smaller schools not only require subsidiary aid as much as larger ones, but are by many supposed to be better nurseries for the embryo teacher. On this ground, I would propose that one *apprentice* should be assigned to the first fifty children in a school, and one for each additional hundred, with one stipendiary monitor for the first fifty, and one for each additional twenty-five. This plan would apparently entail some additional expense, so far as pupil-teacher stipends are concerned, but I conceive would be attended with a very great saving to the public purse, when considered with reference to the future provision of teachers for the profession.

Appointments to Civil Service.

Before leaving this subject, I would venture to express some doubt upon the probable effects of the proposed selections of certain pupil-teachers for the Civil Service, on the recommendation of Her Majesty's Inspector. My hesitation on this measure is founded, not so much upon the difficulty of selecting with a view to avoid encouraging idleness among the pupil-teachers, and apathy to their profession, (for such would be the result of choosing *second-rate* apprentices) as, upon the general impression it will convey that your Lordships do not consider a pupil-teacher morally bound to prosecute the profession of schoolmaster. Experience has proved that the cords which now bind the pupil-teacher to the profession are very weak. Every opening to other successful employment will weaken them still more. On this ground I would submit that there is some defect in a system which requires such encouragement as this. The application of it to any other profession would go far to destroy it.

Schools inspected in South Wales.

With your Lordships' sanction, some portion of my time during the past year was spent in inspecting schools in South Wales. My colleague, the Rev. H. Longueville Jones, will, I feel sure, forgive me for apparently trespassing on his province by stating some few of the points which struck me as most deserving of notice with regard to the Welsh schools.

I. The absence of girls' schools. The schools are generally conducted on the "mixed" plan, on the plea of economy; the needlework sometimes neglected, at other times entrusted to a partially qualified teacher; the female training of the girls,

which can only be carried out efficiently by a woman, altogether lost sight of. This I conceive to be an evil of no common magnitude, and one which will seriously affect the well-being of the principality in the rising generation.

II. The anomalous condition of some schools, in which English teachers with no knowledge of Welsh are employed, in neighbourhoods where the people understand no language but their own tongue; and this, too, in a country where ignorance of the vernacular language is considered by the bishops a disqualification for an officiating clergyman. The loss to the population—religiously, morally, politically, commercially—of keeping up a language which is virtually dead in all other parts of the United Kingdom, beyond some of their own counties, reducing as it does, if not absolutely forbidding, all intercourse with the metropolis and the more advanced parts of the richer and more developed country, I do not wish to mitigate. At the same time, I cannot but think that a schoolmaster should be able to understand the mother-tongue of his scholars, without which, it would seem difficult to understand how he can interrogate his children, or explain or illustrate his lessons.

III. The absence of enlightened public opinion in favour of elementary education among the proprietors and clergy. Some progress in this direction has no doubt been made within the last few years, but it is still far behind that which exists in this country.

IV. The evil results of religious differences. The proprietors generally appear to belong to the Established Church, the middle classes and the operatives to some phase of Protestant dissent. Without venturing to detract from the religious zeal of either party, there are, I fear, very strong reasons for believing that political and financial considerations exercise a strong influence in determining the character of the education to be given in Wales. Sincerity is good, although it assumes the aspect of religious rivalry; but it would be difficult, I suspect, to defend a spirit of religious antagonism based simply or principally upon political or sordid motives. In Wales, even supposing the principles to be sound upon which the rival schools are conducted, the poverty of the country presents an insuperable obstacle to success in competition. This fact *must* eventually come out. It is much to be regretted that it cannot be seen before more mischief accrue. Great benefit would, I think, result at once, if the managers of schools of the respective parties would conduct them on principles of toleration, and consent to admit children of religious views different from

their own, without forcing upon them offensive distinctive dogmas.

V. The peculiar talents of the Welsh children. With a lower physical development, and less of dogged perseverance than the mixed race of England, the native Welsh child appears to possess a higher degree of intellectual quickness. My conclusions in this respect were principally formed from the rapid and accurate way in which they determined arithmetical calculations.

VI. The great advantage of teaching more than one language to children. Words under these circumstances are more than aggregates of letters, and more than symbols of ideas or representatives of objects to be used simply for the practical purposes of reading, writing, and speaking. They become instruments of thought, possessing in themselves interest, soliciting of themselves inquiry, and producing that mental exercise which ever attends investigation and comparison, and which has a strong influence in developing and improving the intellectual powers. My convictions of the importance of really good etymological teaching have been much strengthened by these considerations.

Schools closed.

I beg leave to call your Lordships' attention to two schools closed; Chilvers Coton, in the county of Warwick, and Skenfrith, in the county of Monmouth. The managers of the former inform me that it has been closed in consequence of the establishment of a free school, by C. N. Newdegate, Esq., M P., in its immediate neighbourhood. The Bishop of Llandaff holds out expectations of the opening of the latter.

I have the honor to be, &c.

H. W. BELLAIRS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

SCHOOL PAYMENTS.

SALTLEY MODEL SCHOOL.

YOUR committee have to record the satisfactory state of the Model School. The plans adopted last year have worked with continued success. The school time, from ten to three, avoiding the mid-day dispersion, has promoted regularity of attendance, although the boys are drawn from a widely scattered population; whilst the admixture of different classes has rendered the school almost self-supporting. The attendance in June 1853, was 110, with 139 on the books; the average attendance throughout the entire year has been 107. with 137 on the books. The annexed balance shows that the expenditure has been 94*l.* 15*s.* 2*d.*, while the receipts from pence have amounted to 84*l.* 16*s.* 9*d.*

viz., 38*l.* 1*s.* sons of farmers, tradesmen, &c.; 34*l.* 4*s.* 8*d.* journeymen, &c.; 12*l.* 10*s.* 8*d.*, labourers, &c.

Your committee are more justified than ever in recommending the trial of similar plans, convinced that, by the graduated system of payments, many country schools might not only be rendered nearly self-supporting, but that the sympathies of the smaller farmers and village tradesmen (a class not usually entertaining enlarged views on the subject of education) might be conciliated and won to an interest in their success.

Nuneaton Schools.

The school fees are 2*d.*, 3*d.*, and 6*d.* per week. This scale of payments is entirely regulated by the condition and circumstances of the parents; the more respectable pay their 6*s.* a quarter as freely as the weekly 2*d.* is paid by their poorer neighbours, and the same instruction is given to all who are capable of receiving it, without respect of persons.

The children purchase their own books, on which they prepare lessons at home, to be examined by their teachers each morning in the school.

During the last three months the boys have been employed in draining a piece of ground adjoining that already occupied by the master, assistant master, and pupil-teachers. The main drain, which is about 65 yards long, and between 3 and 4 feet deep, is completed, and they are now running short ones to branch into it, and double digging, so as to get out a large quantity of willow-weed, which overspread the ground, and greatly retarded the growth of the crops which were sown in it. In the process of this work the boys were taught the construction and use of the spirit level.

In the spring, when it is reclaimed and fit for working, it is intended to set apart a certain portion of it to be cultivated and cropped by the boys, under the direction of the master; and in the season the produce is to be sold, and the profits equally divided among them.

The Evening School.

This school is attended by about 60 adult females and 50 young men, who are taught by the assistant master, under the superintendance of the master, whose daughter takes charge of the females. They attend two evenings in the week, for two hours each evening, and they learn reading, writing, arithmetic, grammar, geography, and dictation. Many who had not an opportunity of learning earlier in life are now qualifying themselves to fulfil the duties of their calling in a more efficient and intelligent manner.

APPENDIX B.

PURCHASE OF BOOKS.

Worcester, St. Martin's School.

Reverend Sir, 4 December 1854.

In compliance with your request, I have the honour of transmitting to you the enclosed account of the books and school materials purchased by the children of the above school.

You are aware that when we commenced the practice of selling school materials we were in fear lest we should thereby lower our numbers, and we therefore sold our old *used* books at a lower price, and even fixed our tariff for the new books very low. But at the commencement of this year we raised the prices of several of the articles; this will account for the different prices in the two following lists.

That we have not suffered in our members is evidenced by the fact that at the inspection in December 1853, we had 141 on the books, and presented

103 to the Inspector; while in November 1854, when you visited the school last, the numbers were respectively 161 and 132.

I may add that we contemplate making a further rise in the prices of some of the books after Christmas, and that after carefully noting the progress of my school during the last two years, in which we have enforced the purchase of school materials, I may safely assert that we have hardly lost one lad through our so doing. Where it may have appeared that such was the case, further inquiry has proved that the lad was one whom his parents were thinking of sending to work, and therefore they did not care to make any unnecessary outlay at school for him.

Books, &c., purchased at St. Martin's.

During the Year 1853.	£	s.	d.
160 M'Culloch's 1st, at 0½*d.*	0	6	8
192 „ 2nd, at 0¾*d.*	0	12	0
29 „ (old) 2nd, at 0¾*d.*	0	1	2¼
37 „ 3rd, at 3*d.*	0	9	3
51 „ (old) 3rd, at 1¼*d.*	0	6	4½
15 „ 4th, at 7*d.*	0	8	9
56 „ (old) 4th, at 4*d.* and 5*d.*	1	0	10
42 Irish 2nd, at 2½*d.*	0	8	9
37 „ (old) at 1*d.*	0	3	1
39 „ 3rd (old), at 3*d.*	0	9	9
342 Parables, miracles, and catechisms, all at 0½*d.*	0	7	1½
56 Prophecies relating to the Messiah, at 0½*d.*	0	2	4
58 Faith and Duty, at 0½*d.*	0	0	5
50 Scripture proofs, at 0½*d.*	0	2	1
17 Irish arithmetic, at 2¾*d.*	0	3	10¾
14 „ (old), at 1½*d*	0	1	9
3 Trotter's Arithmetic, at 1¼*d.*	0	0	4¼
39 Hunter's Manual of Arithmetic, at 4*d.*	0	13	0
78 Old slates, at 1*d.*, 2*d.*, and 3*d.*	0	13	6
89 New ditto, at 2½*d*	0	18	6½
29 Larger ditto, at 3*d.*	0	7	3
492 Pencil cases, at 0½*d.*	1	0	6
Pencil	0	3	10
45 Sullivan's Geography, at 4*d.*	0	15	0
44 National Society's, ditto,			
83 Reid's Grammar, at 1¼*d.* and 1½*d*	0	81	1¼
50 Table-books	0	2	1
20½ doz. M'Leod's copy-books, at 2*d.*	2	1	6
Pens	0	3	3½
179 Penholders	0	7	5¼
Sundries, mostly old stock	1	9	10
	£14	15	0½

Up to 1 December 1854.	£	s.	d.
162 M'Culloch's 1st, at ½*d.*	0	6	9
149 „ 2nd, at 1*d.*	0	12	5
56 „ 3rd, at 3*d.*	0	14	0
42 „ 4th, at 7*d.*	1	4	6
65 Irish 2nd, at 2½*d.*	0	13	6½
244 Parables, miracles, und catechisms, all at 0½*d.*	0	10	2
18 Prophecies relating to the Messiah, at 0½*d.*	0	0	9
31 Faith and Duty, at 1*d.*	0	2	7
23 Trotter's Arithmetic, at 1½*d.*	0	2	10½
32 Hunter's Manual of Arithmetic, at 4*d.*	0	10	8
166 Slates, at 3*d.*	2	1	6
43 Slates, at 3½*d.*	0	12	6½
432 Pencil cases, at 0½*d.*	0	18	0
Pencil	0	9	1½
28 Sullivan's Geography, at 4*d.*	0	9	4
53 National Society's ditto, at 1*d.*	0	4	5
7 Reid's Grammar, at 1¾*d.*	0	0	10½
80 doz. of M'Leod's copy books, at 2*d.*	8	0	0
Pens	0	4	8½
312 Penholders	0	13	0
48 Allen and Cornwell's Grammar for Beginners, at 4*d.*	0	16	0
47 Reid's Sacred Geography, at 1½*d.*	0	5	10½
35 Kings of England, at 7*d.*	1	0	5
24 M'Leod's Grammar, Part I., at 1*d.*	0	2	0
Sundries	0	2	10
	£20	15	10½

The books which the different classes require, and the prices at which they will be sold to the boys of the school *only*, are as follow:—

Upper School—First Class.

		s.	*d.*		*s.*	*d.*
M'Culloch's lessons,*	which costs	2	0	is sold for	0	7
Geography,	„	1	0	„	0	4
Grammar,	„	0	6	„	0	1½
Prophecies relating to the Messiah,	„	0	1½	„	0	0½
Summary of History of England,	„	0	1½	„	0	1
Composition book,	-	-	-	„	0	1
					1	2¾

* Some of these can be had, second hand, for 4*d.*

Upper School—Second Class.

					s.	*d.*
Third book,*	which costs	1	2	is sold for	0	5
Grammar,	„	0	6	„	0	1½
Faith and Duty,	„	0	2	„	0	0½
Geography,	„	0	1½	„	0	1
					0	7¾

* Some of these can be had, second hand, for 3*d.*

Upper School—Third Class.

					s.	*d.*
M'Culloch's third book,*	which costs	0	10	is sold for	0	3
Scripture Proofs,	„	0	1½	„	0	0½
Catechism,	„	0	1	„	0	0¼
Miracles,	„	0	0¾	„	0	0¼
					0	4

* Some of these can be had, second hand, for 1½*d.*

Upper School—Fourth Class.

					s.	*d.*
Second book,	which costs	0	7	is sold for	0	2½
Catechism,	„	0	1	„	0	0¼
Parables,	„	0	0¾	„	0	0¼
					0	3

Upper School—Fifth Class.

					s.	*d.*
M'Culloch's second book,	which costs	0	3	is sold for	0	0¾

Lower School.

					s.	*d.*
M'Culloch's first book,	which costs	0	1½	is sold for	0	0½
Copy-books,	which cost	3*d.*		are sold for	2*d*	
Arithmetics,	„	9		„	4	
Slates,	„	6		„	3	
Ditto,	„	5		„	2½	
Pencil cases and penholders				„	0½	

Each boy must be provided with a bag for his books.

At the last inspection I have said that the names of 161 boys were on the school books. These were the children of persons following the undermentioned avocations:—

1 Baker.
1 Basketmaker.
1 Blacksmith.
1 Bootmaker.
1 Bricklayer.
2 Builders.
1 Cabinet-maker.
14 Carpenters.
6 China-works, employed *at.*
1 Clicker.
1 Coach-maker.
1 Coal-dealer.
2 Coal-heavers.
1 Confectioner.
2 Coopers.
2 Dressmakers.
2 Dyers.
2 Engine-drivers.
1 Exciseman.
1 Flyman.
19 Foundrymen.
1 French-polisher.
1 Fruit-dealer.
2 Gentlemen's servants.
17 Glovers.
1 Grocer.
2 Gunsmiths.
1 Hawker.
8 Labourers.
1 Lamplighter.
1 Last-maker.
2 Maltsters.

1 Nailer.	1 Publican.	1 Teacher of Music.
1 Ostler.	1 Saddler.	1 Tinman.
1 Packer.	1 Sawyer.	2 Turners.
2 Painters.	8 Shoemakers.	2 Turnkeys.
2 Paper-hangers.	1 Shopkeeper.	3 Vinegar-makers.
1 Pensioner (Army).	1 Shopman.	2 Waggoners.
1 Plumber.	1 Stonemason.	2 Watermen.
5 Policemen.	8 Tailors.	2 Wheelwrights.
5 Porters.	2 Tax-gatherers.	7 Widows.

together with six others, the occupation of whose parents is not recorded. This last table shows that we are not driving away the poor by our insisting on the purchase of school materials.

I have the honor to be, &c.

The Rev. H. W. Bellairs. (Signed) RICHARD HOLMES.

P.S.—During the last year I have established a school library of nearly 300 volumes. I began with a few of my own, and when these had been well thumbed, and were well known, I proposed to the boys, or rather led them to propose to me that funds should be collected to purchase more. They took up the idea, and collected 1*l.* 12*s.* themselves, which I increased to upwards of 10*l.*; the Society for Promoting Christian Knowledge added 5*l.*, altogether enabling me to procure the really good collection of books which I had the honour and pleasure of showing you.

R. H.

COVENTRY, ST. MICHAEL'S SCHOOL.

9 October 1854.

At the beginning of the nine months, during which I have had charge of this school, the Rev. H. W. Bellairs paid a special visit. He suggested the plan of requiring each boy to purchase his own reading-book.

We are gratified to state, after about five months' experience, that its effects have been beneficial to the school. The attendance and children's payments have steadily increased, and another advantage is, we are enabled to give the boys such evening lessons as the parents of our children can *appreciate*, and which consequently are better done, than when set in grammar geography, &c.

I do not find, generally, that the parents will encourage their children to do lessons at home which they do not understand themselves.

The boys now purchase a reading-book and a slate on being admitted into the school.

In cases where the parents are very poor, the *whole* amount for book and slate is not required at once, but a small deposit for each, as a guarantee that they will supply their children as soon as they are able. I have not, I am happy to say, had a single instance of a parent refusing to pay the whole or part of the sum required on the day of admission.

In order to introduce the plan among the children already admitted, I began with one class. When they had paid about half their money, I allowed them to take their books home. This appeared to please the parents very much. I took the smallest deposits, even farthings, and consequently they soon finished paying for them. I followed the same course with the other classes, and have now succeeded in supplying nearly all the children with books and slates. Occasionally a parent was obstinate, but I overcame the difficulty by giving the boy a halfpenny or a penny as a first deposit.

The books are now sold at the ordinary prices. The following list, sold during the last five months, does not include copy and other writing books, map books, poetry books, &c. which the children purchase for themselves:—

		£	s.	d.
35	Fourth Irish reading books	1	6	3
35	Third „ „	1	3	4
32	Seq. No. 1 to second book	0	14	8
38	Second Irish book	0	15	10
18	Irish arithmetics	0	7	6
50	Framed slates	1	0	10
		£5	8	5

I have the honor to be, &c.
(Signed) WILLIAM BOTTOM.

BIRMINGHAM, ST. PAUL'S SCHOOL.

The system of the children purchasing their own reading-books, was introduced into the boys' school on the 1st of April 1854, and from that time to the end of June following the amount paid for books and slates is as follows:

	£	s.	d.
Reading-books	4	5	5
Copy-books	1	19	0
Slates	0	13	6
	£6	17	11

MANSELL LACY, NATIONAL SCHOOL.

School books sold from August 1853 to July 1854.

Daily Lesson Book	95	copies, cost to children,	6*d.*
Irish Arithmetic	48	„ „	4*d.*
Cornwell's Small Grammar	53	„ „	6*d.*
Irish Geography (small)	40	„ „	6*d.*
Kings of England	34	„ „	6*d.*
Slates	73	„ „	4*d.*

Total £7 11 4

(Signed) BENJAMIN OLIVANT.

BOSBURY GIRLS' SCHOOL.

Books sold from July 1853 to July 1854.

			£	s.	d.
Third Book	22		0	16	0
Second Book	25		0	8	0
Copy-book	5½	dozen	0	14	9½
Slates	2	„	0	3	0
			£1	19	9½

ATTLEBOROUGH SCHOOL.

Books purchased by the children.

		£	s.	d.
20	copies of the Manual of Arithmetic, (Irish Board)	0	11	0
11	copies of the Manual of Book-keeping	0	7	4
10	copies of Bromby's Abridgment of Pupil-teacher's Grammar	0	6	8
	copies of Juvenile Atlas	0	4	0
		£1	8	0

BRISTOL, ST. PAUL'S SCHOOL.

Books sold to children from January 9 to March 31, 1854.

		£	s.	d.
19	Slates at 3*d.*	0	4	9
15	Second-class Book (Irish Board) at 4*d.*	0	5	0
18	Sequels to ditto at 4*d.*	0	6	0
4	Third-class Books at 8*d.*	0	2	8
13	Fourth ditto at 9*d.*	0	9	9
8	Grammars at 4*d.*	0	2	0
12	Arithmetics at 4*d.*	0	4	0
1	Dozen Pencil-cases at ½*d.*	0	0	3
2	Arithmetics, by Ingram and Trotter, at 2*s.*	0	4	0
1	Composition, by Cornwell	0	1	4
		£1	19	9

WORCESTER, ST. PETER'S SCHOOL.

List of Books purchased in about Ten Months.

		£	s.	d.
34	Geography (Irish Board), at 6*d.*	0	17	0
72	Third reading-books, ditto, old and new	1	3	0
28	Sequel to second book, at 2*d.*	0	4	8
78	Second reading-book, old and new	0	12	0
120	First reading-book, at 0½*d.*	0	5	0
30	Reading-books (Scotch Association)	0	6	3
60	Arithmetics (Irish Board)	0	12	0
30	Reid's Grammars	0	4	0
30	Wilson's Grammars (small) 1*d.*	0	2	6
36	Catechisms, S.P.C.K.	0	3	0
40	Faith and Duty, at 0½.	0	1	9
40	Scripture Proofs, at 1*d.*	0	3	4
70	Miracles, at 0¼*d.*	0	1	5
100	Parables of our Lord, at 0¼*d.*	0	2	1½
150	Catechisms, at 0¼*d.*	0	3	1
90	Copy-books, at 2*d.*	0	15	0½
200	Pencil cases, at 0½*d.*	0	8	4
70	Pen-holders, at 0½*d.*	0	2	11
	Bags, various	0	8	0
	Slate pencil	0	7	0
	Slates	0	10	0
	Geography of Irish Board	0	4	0
	Pencil-cases	0	14	0
		£7	10	5

APPENDIX C.

INDUSTRIAL WORK.

THE following extract, from a short review of the life of the late William Davis, Esq., of Leytonstone, will give some idea of the success which, under certain circumstances, may be made to attend schools of industry:—

In 1807 he built and endowed the Free School in Gower's-walk, Whitechapel. From the first he perceived the defect which pervades the education of the poor, and he applied the remedy. The children then, as they do now, to earn a shilling or two a-week in wages, left school at the age of ten or eleven, before the merest rudiments, to say nothing of any higher objects, of education were attained.

To meet this he introduced the industrial principle, be it observed, nearly half a century before many who now treat it as a recent invention. Printing suited his locality. In 1808 he acquired his first types. In 1818 the year's profits on the printing account had gradually risen to 518*l.* 8*s.* 10*d.*, about which sum they continued steadily till the last report which the writer has seen—that for 1849—when the total value of the school property, including the original endowment of 2,000*l.* and premises, had risen by outlay drawn from profit to 9,726*l.* 17*s.* 2*d.*

But the mere profits of the school, except as the criterion of its prosperity, are nothing when compared with its effect on its children. The scheme of management is this:—Some of the more diligent and proficient are allowed as a reward, to work two hours a day at the printing. The eagerness to gain this indulgence is a stimulus to the diligence of all. The industrious receive a share of the profits of their industry—half in money and half placed in a savings bank, in their respective names, to be paid to each on condition of his remaining at school till the age of fourteen. Of course they remain; for they are started, on an apprentice fee or a small fund, with which, and the habits of useful and provident industry acquired at the school, to begin a life of comparative comfort and happiness, which they owe for the most part to William Davis.

Redfield House, St. George's, Bristol,
9 January 1855.

DEAR SIR,

IN reply to your queries about the Industrial Schools at Bristol, I beg leave to inform you that there are two in the city in connexion with the Church of England:—

1. In Pennywell-road, Trinity, St. Philip's.
2. In Hotwells-road.

The former for boys, under the Ragged School Committee; the latter for girls, under private management.

There are day and evening schools belonging to the Ragged School Society in—

Pennywell-road.
Bread-street, St. Philip's.
St. George's, Brandon-hill.
St. Michael's.

Ends proposed—

1. To give elementary instruction to such children as could not obtain it, if payment was required. The Educational Committee in my own parish is specially careful to exclude all whose parents or relatives are in a position to pay for their education.

2. To rescue boys and girls from bad company and evil habits, and train them to some industrial pursuits, while encouraging them to lead moral and religious lives.

The means adopted—

Day and night schools in each of the parishes above named. The day for boys and girls; the night for boys who are employed during the day, and those who belong to the Industrial Department of the institution. The latter receive instruction during an hour in the morning, also in Scripture and Church Catechism.

The results—

In several cases, children have been reformed after they had started upon a very vicious course. During the year 1853, not a single conviction of any of our boys had taken place before the magistrates. The master reports the same gratifying fact for 1854. The boys who have left the industrial school for honest occupations are well reported of by their employers, while the accounts from the four who emigrated are most satisfactory. One of the four had been in prison seven times. He is now living respectably in California.

The merits—

May in some measure be judged of from what I have said. The lowest class of society being brought into contact with so many of the better class who sympathize with, and care for them. The desire manifested to train them up in the nurture and admonition of the Lord. The impartation of the knowledge of some useful employment both to boys and girls, by which they may be suited to occupy situations in society, where by honest industry they may earn their bread, and the bringing so many from the haunts of vice and wretchedness to attend the house of prayer on the Lord's Day. These are advantages which cannot be two highly estimated.

The defects—

Want of properly qualified teachers in every school but one. Mr. Hibberd, in the Pennywell-road school has obtained a Government certificate, but all the other teachers belong to the class which existed twenty or thirty years ago. They have not a knowledge of the subjects taught, adequate to the requirements of the present day, but in general they do what they can for the children while with them. In most cases, the numbers in attendance have fluctuated very much, but I have generally found that when the children have been properly looked after there has been not only an increase, but greater steadiness also.

In the management there is a want of some directing voice. Where there are new plans constantly being proposed and partly followed, and then abandoned from lack of co-operation, there is a diminution of confidence. At present several propositions are before the committee, and what course may be adopted it is hard to say. The funds are not kept up as they ought to be.

The committee have had under consideration plans for training the industrial boys in agricultural pursuits. Nothing decisive has yet been done, though such a course seems the great desideratum in connexion with such an institution.

I remain, &c.

(Signed) DAVID COOPER,
Incumbent of Holy Trinity, Bristol.

The Rev. H. W. Bellairs,
Her Majesty's Inspector of Schools, &c.

APPENDIX D.

ENDOWED SCHOOLS.

MY DEAR SIR, Painswick, 1 March 1855.

JUDGING from the number of charities for apprenticing poor boys with which I am connected, their number over the country should be considerable. Has it ever struck you that these funds might be applied with more practical benefit, as well as in more conformity with the intentions of the founders, if the trustees, instead of apprenticing boys, of whom they probably know but litttle, to any blacksmith or cobbler who says he is willing to take one, were to see fit to select, in our National and other schools under inspection, clever and deserving boys, and to apprentice them as preparatory pupil-teachers to a certificated master ?

The abuses under the present system, from which I am sure many trustees would gladly escape, are—1st. The unsatisfactory state of apprenticeship, as testified by the many laws for its better regulation. 2ndly. The fact, which too often occurs in practice, that the party requiring an apprentice agrees with the parent to share the premium, on the understanding that no apprenticeship in fact is to take place.

I once belonged to a large county club, whose object was to apprentice some ten or fifteen boys every year, which was broken up partly, if I recollect, in consequence of the frequency of this abuse. On the other hand, the intended benefits to the apprentice, as a pupil-teacher, would be pretty well secured under inspection, and such abuses as those mentioned above avoided.

To schools and education generally the advantage would be this. We most of us find that many a deserving boy of poor parents is sent out to work at eleven or twelve years old, and his chance of rising to be a pupil-teacher is lost. The small assistance towards his board and lodging, which the apprentice fee would afford, when shared between him and the master, would keep him at school till the age of thirteen, when, being found fit, he would be eligible as a pupil-teacher under the Privy Council.

I enclose an extract from the last report of the Painswick schools, showing how the small funds of some charities under our administration here are thus brought to aid education generally, and in a way which the trustees think will best carry out the intentions of the testators. I have also proposed to my co-trustees, in other charities elsewhere, to act in the way I have proposed; and I believe they mean to adopt the suggestion.

I am, &c.

The Rev. H. W. Bellairs. (Signed) W. H. Hegell.

Extract from the Report for 1854 *of the Painswick United National and Free School.*

"The Charity Commissioners have authorized the trustees of the Free school to apply the annual interest of a donation made by the late William Bayliss, about 6*l.* a year, towards apprenticing from time to time as a preparatory pupil-teacher to the master of the United schools, one poor deserving boy, who has received at least one year's education as a free boy at the said United schools. They have also sanctioned the application of the interest of a bequest of 350*l.*, made by the late Miss Cox, towards the instruction of girls of good character, in such domestic duties and services as the circumstances of the school and mistress's house will admit. Miss Cox's bequest was made to certain trustees upon trust to apply the income in the founding and support of a school at Painswick, for training female servants, &c. The trustees named, finding the scheme impracticable, applied to the Charity Commissioners for directions, and were authorized by them, as the nearest approximation to the intentions of the testatrix, to apply the interest, viz., about 10*l.* a year, as stated above; but, as some small allowance towards the maintenance of the girls selected will be chargeable on this sum, it is not expected that we shall be able so to educate more than two girls at the same time."

The two girls will be receiving an education, as far as their other occupations will allow, as monitresses in the school, and, if found eligible, might be advanced to the situation of pupil-teachers. W. H. H.

APPENDIX E.

ELEMENTARY DRAWING.

Drawing Classes, &c., at Nuneaton.

In connexion with these schools drawing classes were commenced in April 1853. They were open to the whole district, and were attended by persons from the neighbouring villages. They were taught by Mr. Fussell, the master of the Coventry School of Design. Considerable expense was incurred in providing models and drawing-copies, and, for a time, all things went on in a satisfactory manner; at length these classes were found not to be self-supporting. Mr. Fussell left the neighbourhood, and, for want of funds to pay a master, they were discontinued. This is much to be regretted, for such instruction would be of the highest importance, especially in a manufacturing population like that of Nuneaton.

Lectures.

Public lectures on useful and instructive subjects are delivered almost weekly during the winter months, in the girls' school-room. They are attended by many of the ladies and gentlemen of the neighbourhood, and

respectable inhabitants and tradesmen of the town, as well as a great number of the working classes, especially those who are members of the library and reading-room. The lecturers are provided by the exertions of the vicar, and these lectures are becoming more and more valued, and are found to be of great service in assisting to carry out the intellectual improvement of the population, in creating a taste for mental and literary pursuits, and the study of natural history, while the constant mixing together of all classes in the same rational pursuit of innocent recreation and improvement is accomplishing a great good.

Library and Reading-Room.

In the evening the infant school is used as a reading-room, and the society attending it is now in a flourishing condition.

It was originally instituted for the benefit of the Sunday-school teachers and pupil-teachers, but they having received from the vicar a valuable collection of books, so as to form an extensive library, it was thought desirable to extend the advantages to the inhabitants of the town, who are now admitted as members, under certain conditions; so that all who have a desire for information, and are anxious for the improvement of their minds, can enjoy the benefits of the institution, for the small charge of 6*d.* per quarter.

The following is a report for the year ending November 1854:—

In taking a review of the proceedings of this institution, the Committee have much pleasure in being able to state that it has made considerable progress during the past year.

At present there are 140 members, and the increased average attendance at the reading-room shows that the advantages afforded are more fully appreciated.

After making an outlay of above 29*l.*, the following statement shows a small balance still remaining in the treasurer's hands.

Dr.	£	s.	d.	Cr.	£	s.	d.
To Treasurer - -	5	0	3½	By amount expended -	29	9	8
Honorary subscriptions	6	10	0	Balance in Treasurer's hand - - -	0	7	9½
Members' payments -	15	1	2				
Gain by pic-nic - -	3	6	0				
	£29	17	5½		£29	17	5½

Since last year 762 volumes have been circulated to be read by members at home, showing an increased desire for information, and affording encouragement to those who endeavour to elevate the moral and social condition of the present generation.

During the evenings of last winter eight papers on various subjects were prepared and read by members. They were much to their credit, and calculated to afford exercise and instruction to their own minds as well as to the minds of those who heard them.

To correspond with the improved condition of the institution, it is intended to form a class for mutual improvement, in which given subjects are to be discussed; thus giving to each member a stimulus for research and consideration, and having exhausted the resources within his own reach, he will have an opportunity of appropriating the information derived from the resources of others. In pursuance of this object the Committee have passed the following resolution:—

"That members shall hold meetings in the reading-room for the purpose intellectual improvement, by means of conversation and discussion, and by preparing and reading essays of a useful and moral tendancy."

Sunday Schools.

The Sunday schools are attended by about 500 children, many of whom, on account of being early set to work by their parents, have no other oppor-

tunity of receiving instruction, or acquiring a knowledge of the doctrines of the Christian religion. The teachers are provided with class-books, in which they keep an account of the attendance, behaviour, and other particulars respecting the children. At the close of the year those who are found worthy, receive handsome rewards, either in books or articles of clothing.

At the commencement of the ensuing year it is intended to establish a juvenile benefit society, in connexion with the Sunday schools. Children from six to fourteen years of age will be admitted, and by paying one penny weekly, will insure the attendance of a doctor when required, and 2*s.* a week in case of illness. At the age of fourteen they are to be transferred into a senior Provident Society, which is established in the town, and holds its meetings in these premises. This society is founded on sure principles, and is likely never to disappoint the hopes of those who became connected with it.

Memorandum relating to the Government School of Art at Birmingham.

Birmingham, December 1853.

The extension of elementary art instruction through the agency of the Government School of Art, Birmingham, has been satisfactorily effected during the past year, so far at least as the various schools have as yet availed themselves of the privilege of obtaining the services of a special teacher for *one* hour per week, on payment of a fee of 5*l.* per annum. The influence of the School of Art is thus brought to bear in a direction in which little or nothing had been previously effected, and ultimately that institution will be largely influenced in its practical bearing upon the industrial pursuits of the surrounding district by the elementary instruction imparted in the parochial schools. There can be no doubt, however, that ere this can be the case, a more extended application of the means now afforded by the arrangements of the Committee of Privy Council on Education, and the Board of Trade Department of Science and Art, must take place; and it may be useful to show by a reference to the numbers attending the Central School of Art, and its Elementary Branch School, the latter being intended for evening instruction only, the relative proportion existing in June last, between them and the numbers of pupils engaged in learning the elements of drawing in parochial schools, the training college of the diocese of Worcester, Saltley, and the special class for schoolmasters, and schoolmistresses.

In the annual report of the committee of the School of Art presented in June 1854, it is stated that 1,129 students were then under instruction through its agency in the Birmingham district. Of these 412 males, and 138 females attended the Central School, and 204 males attended the Elementary Branch School, giving a total of 754 under instruction in the classes of the two schools, and thus 375 were receiving instruction under the three heads above named, as follows:—

	Boys.	Girls.
St. Philip's school	41	27
St. Mary's school	42	22
St. John's, Deritend	46	–
Blue-coat school	41	–
Carr's Lane school*	45	18
Saltley National school	31	–
Carried forward	246	67

* A school not under inspection, attached to the Independent Chapel in Carr's *Lane.*

	Males.	Females.
Brought forward - -	246	67
Diocesan Training College, Saltley - - -	34	–
Special Class for schoolmasters and schoolmistresses - - - - - -	22	6
	302	73

The last-named class assembles on Saturday afternoon each week at the Central School of Art, and was established for the purpose of affording instruction to teachers on a day, and at an hour on which they could conveniently attend. The fee is 10*s.* per session or half-year, payable in advance. There is, however, some doubt whether the small number of teachers availing themselves of its privileges will justify its being continued, as the work of instruction is an extra labour, which it is only just the master undertaking it should be remunerated for, and this cannot be done without an increase in the rate of fees or in numbers attending.

The result of the experiment in these classes, so far as the question of instruction goes has been very satisfactory to the head-master of the School of Art, as the acting officer of the Board of Trade Department of Science and Art, as also to the authorities at Marlborough House, but it must be evident that to effect any permanent extension of the influence of art upon the people, the facilities for instruction must be more extensively used than they have been by those for whose benefit they have been devised; as out of nine schools under inspection in Birmingham, only five appear to have availed themselves of the opportunity for obtaining sound elementary instruction in drawing at the fee charged, viz. 5*l.* per annum, and thus the numbers in the Parochial schools, &c. instead of being at least equal to, are less than one half of those attending the School of Art, central and branch classes.

It is to be feared, however, that the charge, small as it is, creates a difficulty with some of the poorer class of schools; the class in fact to which, practically, the instruction in a manufacturing district like Birmingham is of most value, for with numerous demands upon their funds for the promotion of many special points in education which, appear to be, and in fact are, of more immediate importance than that of elementary drawing, the expenditure of 5*l.* for the latter purpose is considered as beyond their means, and in two or three instances of those quoted as having availed themselves of the privilege, the fee has been paid from the private purse of individual members of the respective Committees.

(Signed) GEORGE WALLIS.

If the 5*l.* fee prevents schools in manufacturing districts availing themselves of the services of a special teacher of drawing, how much more is this likely to influence schools in districts where the special requirements of manufactures do not exist! Mr. Bellairs will probably be enabled to work this point out to his own satisfaction.

I can confirm all that Mr. Wallis has said above as to the pecuniary difficulty connected with this branch of instruction.

(Signed) G. M. YORKE,
Rector of St. Philip's, Birmingham, and Rural Dean.

FIFTY EXTRACTS from the Admission and Attendance Registers of St. Stephen's Boys' School, Newton Row, Birmingham.

No.	Date of Admission.	Age.	Time of Leaving.	Number of Half-days in the School.
1	4 February 1850	8	16 January 1851	189
2	11 „ „	10	4 February 1854	1001
3	11 „ „	10	24 July 1850	102
4	11 „ „	8	19 „ „	169
5	11 „ „	8	12 March „	22
6	19 „ „	7	21 May „	26
7	4 March „	8	5 August 1851	391
8	4 „ „	9	15 March 1850	3
9	12 „ „	9	29 „ „	16
10	12 „ „	6	29 „ „	16
11	19 „ „	8	30 April 1851	120
12	19 „ „	9	24 December „	160
13	7 January 1851	10	2 April „	63
14	7 „ „	7	27 February „	45
15	14 „ „	7	16 May „	68
16	14 „ „	6	16 „ „	68
17	14 „ „	10	16 March „	27
18	14 „ „	7	21 „ „	62
19	21 „ „	7	20 June 1853	394
20	21 „ „	13	4 „ 1851	28
21	21 „ „	9	6 April „	31
22	21 „ „	7	7 March „	44
23	27 June 1852	9	23 „ 1854	372
24	27 „ „	9	30 June 1853	302
25	12 July „	7	10 March 1854	268
26	12 „ „	6	2 „ 1853	227
27	12 „ „	7	11 November 1852	115
28	12 „ „	6	19 October „	120
29	12 „ „	6	3 December „	124
30	12 „ „	6	6 „ „	90
31	27 September „	10	23 October „	32
32	27 „ „	7	27 „ „	34
33	4 October „	8	3 February 1854	677
34	4 „ „	6	5 August 1853	200
35	25 „ „	8	3 June „	252
36	25 „ „	7	6 „ „	100
37	28 „ „	9	27 October 1852	13
38	28 „ „	7	27 „ „	13
39	28 „ „	7	29 December „	68
40	28 „ „	8	14 July 1853	75
41	5 January 1853	8	22 September „	241
42	5 „ „	9	18 May „	120
43	5 „ „	9	16 March „	63
44	5 „ „	9	18 June „	153
45	5 „ „	8	25 March „	30
46	12 „ „	8	18 February „	29
47	12 „ „	10	29 March „	59
48	24 „ „	9	12 February „	30
49	24 „ „	9	26 May „	142
50	24 „ „	6	30 November „	120
				50)7114
				2) $142\frac{14}{50}$
				$71\frac{7}{25}$*

* The average attendance has been $142\frac{14}{50}$ half days, and $71\frac{7}{25}$ days.

(Signed) W. HILL.

BIRMINGHAM, ST. MARY'S, BOYS' SCHOOL.

I was appointed to this school in July 1851. I have selected 171 out of the number of boys entered and left from that date to August 1854. I have taken the longest, the medium, and the shortest period of continuance in the school. The result is as follows, from which it will be seen that the average time of each of the above 171 in the school during that period, has been about eight months.

There is no boy in the school now who was here when I was appointed in July 1851.

This Table shows the length of time each boy, of 171, was in school.

No.	Years.	Months.	Weeks.	Days.	No.	Years.	Months.	Weeks.	Days.	No.	Years.	Months.	Weeks.	Days.	No.	Years.	Months.	Weeks.	Days.
1	0	3	0	0	44	1	0	0	5	87	0	1	2	3	130	0	3	0	6
2	1	4	0	4	45	0	6	1	0	88	1	3	0	0	131	0	0	0	1
3	0	11	1	3	46	1	2	3	0	89	0	5	2	1	132	0	0	2	2
4	0	1	1	2	47	1	1	1	2	90	0	10	2	2	133	1	1	3	0
5	1	8	1	0	48	0	11	3	6	91	0	11	3	0	134	0	1	3	1
6	0	9	0	3	49	2	9	3	4	92	0	1	3	1	135	0	11	2	4
7	0	11	0	1	50	0	7	1	2	93	0	8	0	0	136	0	2	0	1
8	0	1	3	0	51	0	1	0	4	94	1	6	3	0	137	0	10	0	2
9	0	6	3	0	52	0	7	0	0	95	0	3	0	0	138	0	0	3	0
10	0	1	0	0	53	1	8	0	3	96	1	10	0	2	139	0	0	2	0
11	0	0	1	0	54	1	3	1	1	97	1	4	0	4	140	0	7	1	2
12	0	2	0	0	55	0	9	0	0	98	0	8	0	3	141	0	7	2	2
13	0	0	1	0	56	3	1	2	0	99	0	5	1	2	142	0	5	1	0
14	0	0	1	0	57	1	3	0	5	100	0	7	2	3	143	0	6	3	0
15	0	1	1	3	58	1	2	2	3	101	0	10	3	2	144	0	6	0	0
16	0	0	1	0	59	0	7	0	0	102	1	4	0	2	145	0	0	2	0
17	0	0	2	6	60	0	9	0	0	103	0	2	0	0	146	0	11	3	6
18	0	0	1	0	61	1	1	3	2	104	0	4	1	2	147	0	6	3	0
19	0	0	3	0	62	1	10	3	3	105	0	9	0	0	148	0	0	3	0
20	0	6	0	6	63	0	7	1	6	106	0	2	3	5	149	0	1	1	6
21	0	11	3	1	64	0	10	1	3	107	0	1	1	4	150	0	8	3	4
22	1	1	0	0	65	2	5	1	0	108	0	11	1	2	151	1	10	1	6
23	0	5	0	3	66	1	4	0	1	109	0	5	0	5	152	0	11	1	2
24	0	4	0	5	67	1	2	1	3	110	0	0	0	5	153	0	0	3	0
25	2	0	3	0	68	0	3	3	0	111	0	0	3	0	154	0	7	0	5
26	1	4	1	0	69	0	4	1	0	112	0	0	3	3	155	0	7	0	5
27	1	11	0	0	70	0	6	3	2	113	0	1	2	6	156	0	7	1	5
28	1	8	2	4	71	1	5	3	5	114	0	5	0	4	157	0	1	3	0
29	1	4	0	0	72	1	2	0	6	115	0	3	2	6	158	1	5	0	0
30	0	10	2	2	73	0	11	0	0	116	0	8	3	5	159	0	1	0	5
31	2	7	0	0	74	0	5	1	4	117	0	0	3	0	160	0	0	3	2
32	1	1	0	4	75	0	7	3	6	118	0	0	2	0	161	0	6	2	4
33	0	11	0	0	76	0	3	1	0	119	0	9	0	5	162	0	0	0	6
34	0	2	0	3	77	0	4	0	0	120	0	9	0	5	163	0	6	3	5
35	0	9	0	3	78	1	2	3	1	121	0	9	3	5	164	0	1	2	4
36	1	0	0	0	79	0	7	1	4	122	0	0	1	0	165	0	1	2	4
37	0	3	0	0	80	0	6	2	4	123	0	9	0	5	166	0	2	2	2
38	1	4	0	4	81	0	3	3	3	124	0	7	2	2	167	1	9	0	3
39	0	1	0	4	82	0	7	2	4	125	0	1	1	4	168	0	3	2	6
40	2	1	0	3	83	0	1	1	6	126	0	2	0	2	169	0	3	2	1
41	0	4	0	5	84	0	2	2	3	127	0	7	2	5	170	0	5	1	1
42	1	0	0	3	85	0	7	0	3	128	1	1	1	4	171	0	1	3	5
43	0	4	0	0	86	0	11	0	0	129	0	7	2	2					

The average time of 171 boys = 118 years, 1 month, 3 weeks, ÷171 = 8 months, 1 week, 1 day. According to this Table, the average time of each boy in the above school is about 8 months.

(Signed) J. J. SIMMONDS.

APPENDIX F.

Summaries of Tabulated Reports, for 1853–4, on Schools inspected by Rev. H. W. Bellairs and Rev. J. W. D. Hernaman.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i. e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
277	108	103	70	138	357,250	29,527	30,365	153	382

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
28·43	0·15	0·25	—	10·02	6·29	10·85	24·46	31·64	1·41	3·26	13·29	20·0	15·95

To write			To read			Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.			
44·87	42·79	45·7	24·62	31·67	41·92	11·63	90·32	60·16

Per-centage of Children *on School Registers*.

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
32·3	14·02	13·97	13·12	10·35	7·18	4·79	2·73	1·54	3·54	3·89	7·46	12·88	38·08

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 241 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,324 3 3½	11,225 19 1½	7,530 19 1	6,708 18 2½	27,889 19 8½

Aggregate Annual Expenditure, as stated by Managers, of 241 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
18,313 11 11½	1,839 4 2	6,331 9 8½	26,514 5 9½

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. FREDERICK WATKINS, B.D., &c., *on the Schools inspected in the County of York.*

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  Their general state:
  Their general progress.
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Schools in West Riding:
  Their State.
Social condition of Working Classes:
  Drunkenness;
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  Statutes for hiring Servants.
Education in Siberia.
Certified Teachers.
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APPENDIX.

Summary A.
Summary B.
Sheffield Schoolmasters' Resolution.
Letters from Candidates for Mastership of Colliery Schools.
Table of Cost of Schooling.
Table of Progress.
Table of Comparative Condition of Large Towns.
Table of Income.
Table of Expenditure.

MY LORDS,

IN laying before you my tenth General Report on Church schools under inspection in Yorkshire, it is necessary for me to observe that the period of time to which it refers is a whole year, from the 31st of August 1853 to the 31st of August 1854. It is, therefore, longer by two months than the period included in my last report. In any comparison between the two, this difference of time should be borne in mind in order that their results may be fairly weighed.

Period of report.

During the twelve months ended the 31st of August 1854, I inspected, with the assistance of Mr. Moncreiff, 466 schools, in the following proportion :—

Table (1).

SCHOOLS INSPECTED.

Number of schools inspected.

—	Boys.	Girls.	Mixed.	Infants.	Total.
By myself - - -	66	62	78	25	231
By Mr. Moncreiff - -	49	60	101	25	235
	115	122	179	50	466

These schools are situate at 349 places. A few of them, owing to the change made last year in the date of the reports of Her Majesty's Inspectors, have been inspected twice in the course of twelve months.

General state of schools.

A separate account is given of each school in the tabulated reports. Of their general state I may say, dividing them into three classes, that of those which have come under my notice, there are—

Above Fair.	Fair.	Below Fair.
About 36 per cent.	About 35 per cent.	28 per cent.

Of those inspected by Mr. Moncreiff, there are similarly—

Above Fair.	Fair.	Below Fair.
8½ per cent.	43½ per cent.	48 per cent.

I should say that the difference shown in these returns does not so much arise from any difference of standard used by us, as from the greater quantity of small and village schools inspected by Mr. Moncreiff, which have not been able to avail themselves of your Lordships' grants.

General progress of schools.

With regard to general progress, whether the schools in my district have improved or deteriorated since the last visit of inspection, it is difficult to speak with much confidence; owing, in part, to the change of inspection (some that were inspected last year by Mr. Moncreiff, having this year been visited by me), in part to local and accidental circumstances—such as the weather, state of trade, chance-holidays, and prevalence of sickness. On the whole, I am inclined to think that the general result is as indicated in Summary *a*,* and that they remain much in *statu quo*. There seems, from as accurate returns as I can obtain, to be about the same number in a better, and in a worse state. Mr. Moncreiff's return is rather more favourable, but I observe that in it he considers the great majority of schools to be much in the same state as when he last saw them. Nor do I think that much more than this can reasonably be expected, when the age of the school children is rightly weighed. It will be necessary for me to revert to this point under its proper head.

Number of schools not visited.

I find that there are on my list for inspection, exclusive of those which have been placed on it during the last year, 621 schools, situated at 456 places. Out of this number, 160 schools, at 133 places, have not been inspected during the last twelve months. In my last report the number uninspected was 120; and I find, as must needs be the case, that this number increases steadily year by year, partly from the additional schools placed on my list, partly from the increase of other work, examinations and the like, occupying both my

* Appendix A.

own and Mr. Moncreiff's time, and rendering it unavailable for the inspection of schools.

Need of additional assistant inspector.

I beg leave to submit to your Lordships that another Assistant-Inspector is much needed in my district; that he would have more than sufficient occupation now; and even with his assistance, if any night-schools are to be inspected, there would soon be considerable arrears of work.

Position of schools in West Riding.

The majority of schools on my list are in the West Riding, all the towns of which, with one exception, have now schools under inspection:—

Table (2).

	Schools.	Separate Places.
In Leeds alone there are - - - -	61	30
In Sheffield - - - - - -	35	17
In Bradford - - - - - -	36	23
In Huddersfield - - - - -	24	15
In Halifax - - - - - -	26	17
In York - - - - - -	14	11
In Hull (East Riding) - - - -	19	10
Total - -	215	123

Their state.

The general case of these schools is a continued and exhausting struggle with the labour-market, which inexorably demands its victims at a too early age,—an age decreasing from school-generation to generation, when mind and body are alike unformed, and when precarious employment is dearly purchased by an enfeebled constitution, a stunted frame, and in no unfrequent cases, by premature death.

Social condition of the working classes.

It is easy, as it is usual, to say, that all this is the fault of parents in the working classes of life. No doubt, to a certain extent, this statement is quite true. It is alike their fault, and their misfortune. It is their fault that they expend in eating and drinking, in smart clothes, in "pleasuring" and gambling, betting at races, matches of carrier-pigeons, pigeon shooting, and the like, sums of money which would enable them to spare the early labour of their children, and to support them in school for two or three years more than their usual stay. It is their misfortune, that in very many instances, being uneducated themselves, they know nothing of self-denial, of prudence, and of domestic economy. They neither know how to save their money, nor how to spend it. It is notorious, that the higher wages they receive, the lower, in general, is their domestic condition; the richer they ought to be, the poorer they really are—the more they spend in drunkenness and profligacy.

Drunkenness.

I have been told, on good authority, that there are men earning in the iron-works 10*s.*, and even 15*s.* per day, whose families are in a state of wretched destitution. I made

some inquiries at one of these places, and was told that "the men on the other side (of the works) get drunk every night of their lives," and "to hear them talk and swear, it is awful." I have seen in the neighbourhood of Sheffield the roads covered with people on Monday afternoon, swarming in thousands to a sort of Vauxhall, where there are races and other demoralising sports, and where I am told that between fifty and sixty thousand of the working classes of the vicinity have been congregated at once.

Casinos.

In most of the large towns the casinos are nightly crowded by the young people of both sexes, often to their utter ruin. Some of the schoolmasters have detected their apprentices in these abominable places. One has been dismissed from his situation in consequence.

Statutes fo hiring servants.

In the agricultural districts also, the yearly statutes for hiring servants are productive of the greatest mischief, both in the foolish waste of money, and its loss by gambling and theft, in drunkenness of one sex, and loss of chastity in the other; in the commencement of lawless habits, and the formation of evil intimacies, which but too often follow their victims home, and are not unfrequently the first steps to the gaol, the hulks, transportation, and even the gallows. That such saturnalia should be tolerated in a civilised and Christian country, is most strange. I have conversed with persons of all classes on the subject, and can find no one who does not consider these statutes as a most mischievous evil, as well as an intolerable nuisance. The consideration most important for those who are interested in education is this: When young persons, exposed to all the evil influences which I have mentioned, pass on into life, marry and have the charge of a family, no help can be expected from them either in the training or in the instruction of their children. Nor can they have much desire that their education should be rightly conducted at school. They cannot judge of its worth, and at the best must be indifferent to its progress.

Education in Siberia.

We are in the habit of deriding the barbarism of Russian life and undervaluing, as we have lately found to our cost, their social position. The following extract from "Revelations of Siberia," a work describing that most barbarous part of the great Russian empire, might well have appeared in a Report on Yorkshire Education:—

"There is likewise a District school, composed of two classes, where the Cossacks and nearly all the citizens send their children to be taught reading and writing. The studies do not, however, extend very far, for no sooner do the parents perceive that their children have learned reading with facility and the art of casting up accounts with the Ostiaks, than they take them from school, as in their opinion any further learning would only be a waste of time."

And again,—

"As for the education of children, it does not in the least trouble parents at Berezov. They can scarcely conceive what use there can be in filling the heads of the children with so much learning (!) which they cannot turn to any account, and most of which they soon forget. They send their children to school merely that they may learn to read and write, and so be competent to keep accounts with the Ostiaks."

The conduct of a great many Yorkshire parents could not be more graphically painted. I have made these remarks because I am convinced that the subject of school-attendance, including the age of school-children, the length of their stay at school, and their regularity and punctuality whilst attending at it, is the battle-field on which the question of education or no-education must be finally settled. And for the answer to this important question we must look more to the parent than to the schoolmaster, the clergyman, the Inspector, or the Committee of Council on Education. I must return to this point when I speak of the school children.

Certified teachers.

I am glad to be able to report a steady and satisfactory increase of certified teachers in the Yorkshire schools, from 46 per cent. last year, to 55½ this year. Their number at the date of inspection was,—

Masters.	Mistresses.	Total.
149	74	223
It has since increased to	- -	235

Registered teachers.

There are also a few registered teachers,—

Masters.	Mistress.	Total.
3	1	4

Of the latter, little need be said. Their position is evidently anomalous, a kind and wise provision for an existing necessity, but plainly a temporary provision, that must soon cease from want of supply. It would be as unwise to allow such a halting-place to the rising generation of schoolmasters as it would be unjust to refuse it to the class now rapidly passing away,—a class of men, be it said in justice, who, with some notorious exceptions, have deserved well of their country and done their duty, according to their light, with faithfulness and intelligence.

Certified teachers as instructors

Of their successors, the certified teachers, a larger and more difficult task is required—a more weighty responsibility is laid upon them. They have not only to teach and to train a generation springing up under peculiar circumstances of national life and progress, but they have thus to act upon children whom, from their tender age and infantine habits, their predecessors would have sent home to their mothers' arms, or have considered fit only for the "*a b c* class."

No one who has known anything of parish life in England for the last thirty years can fail to remember the knot (rather than class of great hulking lads who hung, rather than stood, together at one side of the village school, or leaned heavily on the cumbrous double-desk down its centre. In that day they read well in Holy Scripture, they wrote a bold legible hand, and "set down" sums in the "account book" faultlessly. This latter part of their work was, it is supposed, done in conjunction with the schoolmaster. It is not, however, their work, but themselves, that we now regret. There are no such boys to be found now in village schools, nor their congeners in town schools. It is notorious that the race is almost extinct, and their remains almost as striking to the Inspector as those of the icthyosaurus or megalotherium to the geologist. The school-teachers, therefore, of the present day have a very different material to work upon from that which their predecessors laboured to instruct. How far, then, are they fitted for their peculiar work? In attainments, we may say at once that they are more than sufficient. In power of imparting their knowledge—dependent as this power must be on natural gifts aided by special instruction—whatever their deficiencies may be, the modern teachers are far above those who have gone before them. All of this which art can give, they ought to learn at the training college. All which nature alone can give, the speaking as well as the seeing eye, the touching as well as the commanding voice, the eloquent though silent gesture,—these, and other such excellent gifts, should be recognised as such, and improved to the utmost in the course of training. As instructors, there can be no doubt that they have great advantage over that race of teachers which is now passing away.

Certified teachers a trainers.

But as trainers—as formers of the heart as well as of the mind of the working classes—as engravers of that character which should be stamped upon them—how do the certified teachers stand? They, for the most part, have one obvious and great disadvantage. They are very young when they enter upon their duties, and they have to deal with very young children. But the younger the children to be trained, the older within certain limits, should the trainer be. He has more need of experience, of self-knowledge, of discernment in child-nature, and sympathy with child-life. He has before him a more delicate and continuous work than he who acts upon the juvenile boy or girl. From some observation, I am inclined to think that many of the certified teachers of the present day—men perhaps more than women—several of those especially of higher attainments, are not good trainers or managers of their schools. They either trust to a sharp but unintelligible

discipline, and enforce a rule where they ought to uphold a principle, or they are altogether unobservant of little things, as if they were trifles instead of steps to great things; they often spend the school-time in lecturing rather than teaching, and in displaying their own treasures rather than in increasing the little store of the children's knowledge.

Letter from school manager

The following letter, addressed to me by the incumbent of a populous manufacturing district, describes a case which is certainly not unique.

"I have now a schoolmaster from ————, a young man of pleasing manners, only nineteen years of age, who was a pupil-teacher in a school at Brighton, obtained a first-class Queen's scholarship, and is just now placed in the first class of certificated teachers; but I don't think he has much idea of conducting a school; he does not teach at all. I have watched him carefully for a month, have gone into the school at all times of the day, and my firm belief is that he does not profess to teach. All the classes are committed to the care of a boy. Is this a new light? If not, what would you advise me to do? I have wished that you could look in accidentally some day, should you be in the neighbourhood. I am fated to have masters who avow their intention of seeking admission into holy orders. Such is the case at present."

Certainly I have seen cases like this, and I know well the excuse made for such conduct in a school. It is called general superintendence, but it is in reality particular neglect. The good schoolmaster, teacher alike, trainer, and manager, when he is most busy in one part of the school is by no means idle in any other part of it. His presence is felt everywhere. The children know that they are under his observation without turning their heads to see whether his eye be upon them. I believe that the evil which I have noticed is on the decrease, for the greater the number of certified teachers the less singular, but not less valuable, will be the certificate, and its possessors will not consider themselves as "exempts," but as bearers of a passport to a wide and honourable field of labour.

Salaries of teachers.

At the same time, with the increase of certified teachers I am surprised and sorry to find a decrease in their salaries, which, though only trifling, is (if it be not only in appearance) an unsatisfactory circumstance. The average salaries of teachers in Church-schools in Yorkshire stand thus:–

1852.	1853.	1854.
Nearly 48*l.* 0*s.* 0*d.*	51*l.* 4*s.* 2½*d.*	50*l.* 13*s.* 9½*d.*

These are exclusive of the grants from your Lordships' committee. I have said "if this decrease be not only in appearance." I must again state my conviction that the statistical returns made in your Lordships' Minutes are, to the generality of readers, very delusive, and lead to entirely wrong conclusions. I do not impugn their accuracy, but the interpretation which *is naturally* enough given of their meaning. To explain this it

must be understood that, besides the schools receiving annual grants from your Lordships' Committee, which must therefore be inspected every year, there is a floating number, varying considerably, in each Inspector's district, of other schools placed under inspection from other causes, which are inspected, so to speak, intermittently, *i. e.*, whenever the Inspector has leisure to visit them. According to the greater or less number of such schools inspected during the year, being in general much below the standard of schools receiving annual grants, the statistical returns of each Inspector's district must be lower or higher; and to make comparison between any two districts on such data is evidently unfair. Yet such comparisons are constantly made, and with apparent justice, by those who do not know the whole state of the case. I will show some of these in another part of my report, and will only add here a table of average salaries of school-places, not separate school-rooms, in the twenty different districts on which reports are made.

TABLE (3.)

AVERAGE SALARIES in different School Districts in England, Wales, and Scotland. Table of salaries.

Name of District.	Average Salary, 1854.			Average Salary, 1853.		
	£	s.	d.	£	s.	d.
Middlesex and Metropolitan	115	2	3¾	132	0	0
Gloucester and Western	68	1	0	78	0	0
Yorkshire	71	13	6	66	0	0
Cornwall and South Western	54	15	8¾	65	0	0
Cambridgeshire and Eastern	87	12	1½	74	0	0
Derbyshire and Midland	87	5	3¾	77	0	0
Kent and South Eastern	96	10	7	94	0	0
Lancashire and Isle of Man	89	16	11	122	0	0
Cheshire and North Western	81	6	3¾	88	0	0
Northumberland and Northern	81	6	3¼	68	0	0
Berkshire, Wiltshire, &c.	57	13	4	73	0	0
Wales	60	14	11	68	0	0
British Schools, Northern and Western	94	3	6¼	99	0	
British Schools, Southern and Eastern	112	15	10¼	121	0	0
British Schools, Western and South	85	15	8	84	0	0
Scotch Church	80	2	0¾	90	0	0
Scotch Free Church	78	13	4¾	85	0	0
Scotch Episcopal	46	14	7½	No return.		
Roman Catholic, Southern	67	13	3¾	60	0	0
Roman Catholic, Northern and Western	62	10	9¼	No return: only one R. C. dis.		
Average for all	80	0	6¾	84	12	1½

Its curious results.

Now this table presents some curious features. It seems from it that the difference of teachers' salaries in different parts of Great Britain is very great; that, for instance, the average of the highest district in England is two and a half times that of the lowest in Scotland, and double that of the lowest in England. It seems also that the salary of each district varies considerably year by year — not according to any intelligible law of regular increase or decrease, but apparently in the most capricious manner. Another very curious circumstance is this. We should naturally conclude that in the district where the teachers' salaries are the highest there would be the greatest number of certified teachers; and *vice versâ*, where the greatest number of certified teachers are at work, there the payment would be the highest. But from this table, coupled with Table (7.) given subsequently, such does not seem to be the case. The Metropolitan district, which is the first in the value of its salaries, is only eleventh in its number of certified teachers; and the South-eastern district of British schools, which is second in its payments, is twelfth in its staff of certified teachers. On the other hand, the Berkshire district is first in the number of certified teachers employed in it, and eighteenth in the order of their salaries; the Scotch Free Church is second in certificates, and twelfth in payments. In short, there appear to be many contradictions in these tables, where attainments, school-age, certified teachers, apprentices, salaries, and cost of school, seem to follow no law, and which, to the general reader at least, must offer very conflicting and frequently very delusive results. In reference to the teachers' salaries in my district, their decrease is the more striking, as the average grant to each certified teacher from your Lordships' Committee has increased from 11*l.* in 1852, to 16*l.* 2*s.* 8½*d.* in 1854.

Assistant teachers.

There are only ten assistant teachers under your Lordships' Minutes in my district. I cannot yet say much in their favour. It is often difficult to test their actual work in the school, as they sometimes have no separate charge, but work under the head master at all classes and in all the subjects of instruction. I am not inclined to think them a good substitute for apprentices. If your Lordships could allow them in addition to the usual staff of apprentices in large schools, they would be very useful, as supplying that link which is often wanting in school arrangements, and relieving the master of that part of his burden which presses the most heavily upon him, which the pupil-teachers cannot undertake, viz., the general supervision at the same time with the practical working of the school.

School apprentices.

The returns furnished to me in Summary *a.* seem to point to a considerable increase in the number of apprentices in

Yorkshire. In the schools visited during the ten months' space of my last report, the number was returned at 418, *i. e.*, at the rate, in twelve months, of 502; whilst in the year of which this report speaks, the number is 556: so that there appears to be an increase of more than 50 in that period. During the year nine schools have commenced the apprenticeship of pupil-teachers. In three or four they have ceased, from inability to fulfil the required conditions. I have to report the death of three apprentices, *i. e.*, only 1 in 185 of these young persons. I am bound also to mention three dismissals for bad conduct, so that little more than ½ per cent. has been lost to the profession from this cause. One of these cases is instructive. A pupil-teacher, who had formed the habit of smoking, and had no money to purchase cigars, compelled one of the little boys in his class, the son of a grocer, partly by threats, partly by promises, to steal cigars for him from his father's shop; the theft was effected several times without discovery, and the cigars were handed over to the teacher, who gave some of them to his fellow apprentice, who took them, as he says, without inquiry and without suspicion. At length the theft was discovered by the parent; its planner, the consumer of the stolen goods, was solemnly examined by the managers of the school, and, being found guilty, was summarily and most justly dismissed. But this one bad and black case must not darken the otherwise fair page of the conduct of school apprentices. The very small number of dismissals is surely a creditable testimony to the right working of the system, and to its intrinsic value. It must be remembered that pupil-teachers are all between the ages of thirteen and twenty years. I have no hesitation in saying, that the conduct of these young people at this most critical period of life, and placed in circumstances both of trial and temptation, is exceedingly satisfactory, and not surpassed by that of any other body of young people in any class of life. I regret, therefore, as I have more than once observed in my reports, that the apprenticeship is not popular with parents of working children. Nor does it, as it was intended, necessarily conduct its occupants to the higher grades of the scholastic profession. I have so frequently given my reasons for this unsatisfactory conclusion, that I prefer quoting the words of others, premising that such statements are very common and perfectly correct. The following are the remarks of a very active and intelligent manager of a town school in the agricultural district:—

Their number.

Conduct.

"We propose sending ——— and ——— to your examination on Thursday. They are lads below par, but the best we have to propose as pupil-teachers. *We cannot get* better lads for the office. They will not offer themselves as

Difficulty obtaining them.

candidates: and it is very disappointing to us to see boys whom we would gladly accept, leave us, as several have lately done (who would have done credit to our school), for other situations, which they deem preferable."

Letters on the subject.

The following is from the master of one of the large schools of Sheffield:—

"I have taught four or five boys after the ordinary school hours, in order to fit them for the office of pupil-teachers; but as soon as their parents could get any other employment for them, they left the school. We advertised in the local papers for candidates, but had only one application; and this one withdrew, as he thought he should prefer a situation on a railway. The payment (for male pupil-teachers especially) is considered much too low, as boys of thirteen and fourteen years of age can get from 8*s.* to 10*s.* per week in some of the Sheffield trades."

I will quote only one more opinion, that of the rector of a considerable parish in the West Riding:—

"I think it right to inform you that the managers of our National school, with the consent of the master, have cancelled the indentures of the boy pupil-teacher. The offer of a situation at Derby under the Midland Railway Company, with a salary of 15*s.* per week for the first year, has been made to him. As this salary is double that which he would receive from the Committee of Council on Education, the master and managers could not think of depriving him of it by requiring him to serve the full term of his apprenticeship. Indeed the Government pay the pupil-teachers much too little for their services, especially for the last two years of their apprenticeship. When young girls between fourteen and fifteen years of age are earning in the mills 7*s.* and 7*s.* 6*d.* per week, is it likely that parents will consent to their children, if strong and healthy, becoming pupil-teachers, with the uncertain prospect of obtaining at the end of a year's servitude the sum of 12*l.* 10*s.* or 15*l.*?"

Demand for labour of youths.

It is not easy to answer these objections, especially to the class most interested in them. The railways are indeed formidable competitors with us for the services of these youths. The chairman of one of the chief northern lines asked me if I could recommend to him a dozen or a dozen and a half lads thirteen or fourteen years of age, of good conduct, whose only intellectual requirements were writing a good hand and such knowledge of geography as would enable them to spell the names of places correctly. He wanted them for the telegraph offices, and offered 10*s.* and 11*s.* per week, with the prospect of gradual but certain increase. Such offers as this throw fearful odds against the apprenticeship. And other offices, merchants', lawyers', canal, &c., are almost as enticing to young lads, besides the common openings in trade, which, in a great part of my district, have a higher money value than the situation of pupil-teacher, have none of its uncertainties, little of its trials, and a present instead of a prospective and conditional payment. Nor only do such employments as I have mentioned very frequently bar the way and shut the door at the entrance of the apprenticeship; they not only stop up, as it were, one end *of it, but they* very frequently divert the other. A calculation

carefully made by me two years since, seemed to prove that one third of the pupil-teachers in my district do not continue in the scholastic profession, but turn aside into some other walk of life. My belief is that a greater number than this is thus led away now. The number of candidates for Queen's scholarships at the late examination shows this for the whole country, though it does not specify the shortcomings of each Inspector's district. At York, not half the number of those who were eligible appeared at the examination. Some of them no doubt attended, as they are allowed, at other places. But, leaving a very wide margin for those migrating apprentices, the result (I speak only of my own district) is quite conclusive that a large and yearly increasing number of pupil-teachers do not proceed in their professional career. In confirmation of this statement, I find that whilst the vacancies in the Training schools are returned respectively as :—

	Males.		Females.
	336	-	338
The number of Queen's scholars elected is only	170	-	139
Leaving a deficiency to be made up from other sources - - - - - -	166		199

Its effect on school apprenticeship.

In the candidates for apprenticeship this year there has been a decided improvement, in appearance at least. This is owing in some degree to the slackness and stagnation of trade in some of the manufacturing places. As a general rule, when trade flourishes, schools languish. The more employment for the hands, the less instruction for the head. All the older children pass away to work—the younger are forced prematurely upwards—and infants' rooms are crowded. When trade slackens, some of the workers return to their books and slates as a *pis-aller*. There is, indeed, a stage beyond this, when trade is very bad, and the parent really cannot afford to pay for his child's schooling. The school then suffers in all its quarters. But we have not of late reached this lower depth. There has, in general, been only a moderate amount of pressure on the parent's pocket. And its result has been, as I stated above, an improvement in the appearance of candidates for the apprenticeship. I do not consider it, however, of much importance, knowing how liable it is to be reversed by the first turn of fortune's wheel.

Pupil-teachers.

It strikes me (and Mr. Moncreiff has observed the same change) that the apprentices in general have improved in the art of teaching. They seem to have more method, greater power of exposition, and more facility in imparting a lesson. Such a result might indeed be expected from the greater number of trained and certified teachers in the schools. I

am glad also to report a general good feeling between the school children and their young (Pupil) Teachers. In several cases I have been asked to present some memorial of affection and respect from the children to a departing apprentice—a book or an inkstand, or a workbox—some present trifling in actual value, but invaluable as a token that a work has been done in the school which has touched the heart as well as the minds of the little ones.

Age of school children.

But this is indeed only as a solitary gleam of sunshine in a gloomy landscape. For when we look at the returns of the last year with regard to the age of the school-children, there is little that is cheering there. The greatest of all school evils seems to be again on the increase. I speak of the almost infantine age of the children. The following tables are very discouraging:—

Table of age.

TABLE OF AGE (4).

—	Seven and under.	Eight.	Nine.	Ten.	Eleven.	Twelve.	Thirteen.	Fourteen.	Over fourteen.
1854	42·64	13·62	13·29	11·58	8·03	6·59	2·47	1·18	·0
1853	32·67	12·74	13·03	11·47	10·88	8·09	6·52	2·59	1·11

Table of comparison for three years.

DITTO FOR THREE YEARS (5).

	1852.	1853.	1854.
Ten years and under	74·56 per cent.	69·91 per cent.	81·13 per cent.
Eleven years	10·44 „	10·88 „	8·03 „
Twelve years	8·16 „	8·09 „	6·59 „
Thirteen years	4·23 „	6·52 „	2·47 „
Fourteen years and over	2·61 „	3·70 „	1·18 „

Table of stay in school.

DITTO STAY IN SCHOOL (6).

1853.		1854.	
Four years and over	3·92 per cent.	Four years and over	3·64 per cent.
Four years	3·6 „	Four years	4·27 „
Three years	6·65 „	Three years	7·7 „
Two years	9·89 „	Two years	12·29 „
One year	17·6 „	One year	17·13 „
	41·66		45·02

The main and most striking facts are these:—There is an increase of above 11 per cent. in the very young children, *i. e.*, those under ten years of age. There is a decrease of nine per cent. in those of and above the age of twelve years. Little more than one-tenth of all the school children under my inspection in Yorkshire are twelve years of age, and not half of them have been for one year in the same school. I fear

that we are getting so accustomed to this standard of school-age, as almost to regard it as the normal state, and to be passive under it, if not almost satisfied with it. Yet, what is it in reality? Is it not a pretty fair assurance that all the long and imposing array of certified masters and mistresses, assistant teachers under your Lordships' Minutes, pupil-teachers of both sexes and different grades, numbering now above 6,000—all the instructive books—all the excellent maps—all the ingenious apparatus—if not absolutely wasted—are indeed far too costly and too cumbrous for the service in which they are engaged, and about as proportionate to its requirements as a park of artillery for the dispersion of a flock of sparrows?

Consequences of short stay in school.

For myself, I own that the difference between that which is required of the teacher, and that which may be expected from the learner, seems most discordant. The two things have no parallelism, but are like two lines continually diverging—the wider apart the further they go. I do not by this intend to say that too much acquirement is now demanded of the school teacher, if he be at all worthy of the name. Probably in some cases fewer subjects of attainment more thoroughly learned would be more useful to himself—a deeper foundation, and better laid for any superstructure that may afterwards be needed. Certainly they would be more beneficial to the little ones on whom he has to act. Take, for instance, a school of 100 children, and remember that only ten of these are twelve years of age, and that probably two or three of this number are dull, big boys, who have had little or no schooling before they came here, and were placed in one of the lowest classes. In the very first class of that school there will be some children eight and nine years old (not improbably one of seven years), and upon these innocents the master, fresh perhaps from the Training college—perhaps setting an undue value on the higher subjects of his instruction there—with something of the scholar's laudable craving for self-improvement, and of the man's yearning for communion and sympathy,—has to act as best he may, and to find his language hardly intelligible, his learning rather a hindrance than a help, and his treasured subjects of instruction no more available to him than a promissory note would be amongst the aborigines of Australia. I have, my Lords, year after year, pointed out and pressed upon your notice this monstrous school-evil—

> "A gulf profound as that Serbonian bog,
> 'Twixt Damietta and Mount Casius old,
> Where armies whole have sunk."

Something surely may be attempted to diminish it, if not immediately and entirely to remove it. Prevention is always

held to be better than cure. It may be very difficult, it may at present be really inexpedient, it may even be practically impossible in the present circumstances of English working-life, either to compel parents to send their children to school at all, or to keep them there, when sent, for a certain specified and sufficient term of years. I am sure that many a Yorkshire mother would rise up in this behalf against any constituted authority, and would defy alike master and manager, parson, and even policeman. I can fancy in my mind's eye that I see the back-streets of some of our manufacturing towns when the compulsory edict was promulgated, and its promoters proceeded to put it in execution. Who indeed would take upon himself either to collect, or to conduct to an enforced school, the rising generation of those streets? The attempt would be ludicrous enough; would it not lead to serious consequences?

Compulsory or non-compulsory

But I am convinced of this, that there is many an intelligent working man and working man's wife who, if it were said to them, "You shall do this," would defy you—who would yet listen attentively to another statement. "If this be not done, other things cannot be expected. If you will not fit your child for his work in life, the door to that work cannot be opened to him." The parent has a right to ask in return, "Will your school fit him for that work;" and if the answer be not plain and satisfactory, he is evidently absolved from your interference. But this ought not often to be the case. I have, in a previous report (1853–4), stated my belief that a school certificate of good conduct, given to children of a certain age when leaving the school, might be productive of good effects—tending both to make the children stay longer at school, and attend there with more regularity. I have now to express my satisfaction that the Lord President is willing to carry out my suggestion. I trust, in the course of the present year, to see it working beneficially in our schools. Many experienced persons concur in my view. The following testimony is from a clergyman, who for several years has taken a lively interest, and been successful, in the management of his schools.

School certificates.

"I have just finished reading your report for last year, and cannot resist the pleasure of writing to you to tell you how pleased I am with your suggestion of certificates. Ever since reading the account of the Staffordshire Coalmasters' Union, I felt assured that it was a point of first importance. I have wished to talk with you on the subject. Your plan, I think, is both practicable and excellent."

I must add here that during the past year I have urged upon several of the influential coal-owners in Yorkshire the advantage, if not the necessity, of a prize-scheme for school children, similar in many respects to that which has been *found to work so* well in Staffordshire.

I regret to say that I have met with little success. Some of them have answered that there was not the same need of it in Yorkshire as in the Midland coal-fields, and that our mining population was both better off and more advanced in education than theirs. This may be the case to a certain extent, but it is no answer to the real question; which is, whether such a scheme be needed at all, and whether it would be useful. My object is not to make a comparison between different coal-fields, however interesting such a comparison might be, but to make some improvement in the education of our own miners. Prize-scheme in Yorkshire coal districts.

That improvement is needed the following notice given me by a considerable coal-master in the south of Yorkshire may show. He tells me that this is the formula used by the men in his employ when they wish to quit it, written always by the same scribe, as the best writer and speller of the whole company. I only regret that the handwriting cannot be shown, as well as the spelling and the style. Educational state of colliers.

"Octoder 17, 1853.

"Master willam higgen hi hear dy giv you Won month notis to leav you imployment.

"RODAT RIGHT."

Perhaps it may be unnecessary to say that this is a month's notice from Robert Wright to Mr. William Higgins. But probably there are few persons who, in reading it, will not share my astonishment that some of the chief coalowners in South Yorkshire do not think that their colliers need further education. The schoolmasters of the neighbourhood, as may be seen from the resolutions of the Sheffield Schoolmasters' Association (*Appendix* B.), are of a different opinion, and, as practical men, wish to try what has been successful elsewhere.

I add also (*Appendix* C.) three letters from candidates for a colliery-school in South Yorkshire, as I think they show the class of men that compete for such offices, and, therefore, the character of education that may be reasonably expected in them. It is only fair to state that these writers were not successful in this instance.

I regret that I cannot report any decided progress in the attainments of the school children in general. The Table (8.) in *Appendix* D, which gives a comparison between the last two years, is not satisfactory. It does not show any marked or important improvement; a little increase here, a little falling off there, is the tale which it tells. Nor, when I compare my district with those of other Inspectors, is the result more gratifying. The comparison is made in Table (7.)* Yorkshire, which has the character of nourishing an intelligent, almost Progress of children.

* Page 445.

too clever, race of sons, appears there very low in the list of intellectual attainments. I am persuaded (as I have before said) that this appearance is in a great measure fallacious. But the majority of readers are deluded by it. And the positive results, as observed by Mr. Moncreiff and myself, are, in our opinion, far less than they ought to be.

State of school buildings.

The general state of the school-buildings is satisfactory. I have to report that new schools have been erected at Hoyle Mill, near Barnsley; at Bankfoot, near Bradford, much aided by the liberality of Mr. Hardy; at Tankersley, by the liberal assistance of Earl Fitzwilliam; at Sheffield, belonging to the Parish Church; at Marske, by the Earl of Zetland; and at Doncaster, by the Great Northern Railway Company. These last, though not aided by your Lordships' Committee, desire to partake of the benefit of your annual grants, and to be placed under inspection. It is, perhaps, not out of place for me to mention here the judicious liberality and the earnest care of this Railway Company for its work-people, in providing them with excellent schools and well-furnished reading-rooms, and in their intention of erecting a church for them at their

New schools.

"plant" in Doncaster. There are schools in the course of erection—some of them being nearly completed—at Boroughbridge, Marsden, Wyke, Hull (St. Stephen's), Pocklington, and Wykeham; whilst considerable improvements, either additions to existing rooms or class-rooms have been made at Sheffield (St. Mary's), Elsecar, Bierley, and Dodworth (Town). There is also some prospect of new buildings at Leeds (St. Peter's), where they are much needed. At Wortley (near Sheffield) new schools are to be built by Lord Wharncliffe. At Doncaster (St. George's) where the rooms, though spacious, are inconvenient and ill-lighted, considerable improvements are to be made immediately. At the following places new schools are much needed to suit the requirements of the day:—

New buildings needed.

West Riding.—Barwick-in-Elmet, Heath, Rawmarsh, Selby, Worsborough, Wilsden, Buslingthorpe, Linthwaite, Clifford, Grimstone.

East Riding.—Burythorpe, Hull (St. Mark's), Hull (Trinity), Malton, Sunk Island, Welton, Yedingham.

North Riding.—York (Manor), Whitby, Osmotherley, Brompton-on-Swale, Hutton's Ambo, Kirby Misperton, Dalton (endowed), Snainton.

The following are insufficient in size for their present attendants—Pittsmoor, Goole, Halifax (Cross Hill), Longroyd Bridge, Thornes, Hull (St. Stephen's), Beverley Minster (girls), Bradford (St. James'), Sheffield (St. Mary's, infants).

It is a pleasing part of my duty to make particular mention of some schools, which, if not in all points excellent, have at least reached a good standard, and are like beacon-lights, plainly visible above the level of the surrounding country. Amongst those situate in towns are—Beverley (St. Mary's and St. Nicholas'), Doncaster (Christ's Church, (boys' and infants' schools), Hull Christ's Church (boys) and St. John's (girls), Pittsmoor (boys), Richmond (Corporation), Ripon (National), York (Practising school, males), York (Manor), Walmgate (girls), and Bishopgate (girls). List of good schools. Towns.

The village schools most worthy of mention are—Brampton Bierlow, Croft (boys), Escrick, Gargrave, Gilling, Harewood, Maltby (infants), Methley girls), Neswick, Roos (girls especially), Slaithwaite, Staveley, Walton, and Welton (boys). Villages.

Most of these have been honorably mentioned in previous reports. It strikes me that where a school has been reported on favourably for three or more years, your Lordships might aid the cause of education by distinguishing either the teacher or the school with some special mark of approbation, such as an additional gratuity in money, or an enlarged allowance of pupil-teachers, or increased grants of books and apparatus.

There is another part of my duties which, however unpleasant, must not be left undone; it is to make particular mention of schools which are not remarkable for their excellence, but for their badness. Some of these have been watched, year after year, for more than ten years, and their only progress has been from bad to worse. In some there has been no attempt at improvement, in others the element of evil has been stronger than that of good, and after a short struggle the latter has asserted its superiority. Amongst these I must mention— Bad schools.

Castleford (Boys)	The only Church school for a large and rapidly increasing population.
Church Fenton	A small village school in the agricultural district.
Darnall	A manufacturing village, with considerable population.
Ecclesfield (Feoffees').	Both boys and girls; the sole Church schools of a large village in the mining district.
Guisley (Girls)	Large manufacturing village.
Keighley (Infants)	Manufacturing town.
Knottingley (Boys and Girls).	The Church schools of a large and busy population.
Laughton-en-le-Morthen (Boys).	Small agricultural village.
Londesborough	Small agricultural village.
Northallerton (Infants).	Town, not thriving in business.
Sunk Island	A small hamlet in an out-of-the-way locality, under the control of Her Majesty's Commissioners of Woods and Forests.
Ulley	Small agricultural village.
Worsborough	Populous mining village.

Good schools by Mr. Moncreiff.

Mr. Moncreiff furnishes me in like manner with a white and black list of those schools which he has inspected. He says—

The schools of which I can speak favourably are:—

Almondbury, Industrial.
Beverley Minster, Boys.
Bradford, St. James', Boys.
Danby, Mixed.
Halifax, Queen's Head, Mixed.
„ Victoria Street, Infants.
Huddersfield, Longroyd Bridge, Boys.
„ „ Girls.
Leeds, St. Andrew's, Infants.
„ St. Mary's, New Town, Boys.
„ St. Paul's, Boys.
Meltham Church, Mixed.
Sheffield, St. Mary's, Boys.
„ „ Girls.
West Tanfield, Mixed.
Market Weighton, Mixed.
York, St. Cuthbert's, Boys.

Nearly all of these may be called "good." In all there was good progress in the year now reported on.

Bad schools by Mr. Moncreiff.

My unfavourable list is unfortunately a longer one:—

Battyeford, Boys.
Bowling, St. John's, Boys.
„ „ Girls.
Bradford, Ch. Ch., Girls.
Bingley, Boys.
„ Girls.
Cowling, Mixed.
Eccleshill, Mixed.
Flamborough, Mixed.
N. Frodingham, Mixed.
Hull, St. James', Boys.
„ Trinity, Boys.
Hutton's Ambo, Mixed.
Keyingham, Mixed.
Kirby Misperton, Mixed.
Knaresborough, Girls.
Leeds, All Saints', Girls.
Linthwaite, Mixed.
Lockington, Mixed.
Lofthouse, Mixed.
East Morton, Mixed.
Otley, Boys.
„ Girls.
Sedbergh, Boys.
Sheffield, St. Philip's.
Stannington, Mixed.
Sutton-on-Derwent, Mixed.
Swinefleet, Mixed.
Thornaby, Mixed.
Thurgoland, Mixed.
Wigginton, Mixed.
Yedingham, Mixed.

I have omitted the names of those places where I *know* that new arrangements have been made since my visit. In one or two cases, among those mentioned in this list, there are real hindrances in the way of improvement. This may be true in other cases also. I have simply looked to the fact that the schools were either absolutely bad, or unfit for important situations.

Statistical returns in Minutes of Committee of Council.

I have above remarked that the statistical returns of the different Inspectors' districts given in your Lordships' Minutes, though accurately drawn from the reports furnished by the managers of schools and Her Majesty's Inspectors, lead the generality of readers to very false conclusions as to the state of attainments, the progress of education, the remuneration of teachers, &c., in different parts of Great Britain. I have stated that the error arises chiefly from the difference in character of the schools inspected, and from the non-distinction between schools and the separate school-rooms in the same institutions. I am inclined also to think that the standard of attainments used by different Inspectors is not the same, and that consequently considerable error arises in the apparent state of the schools under this head. I have therefore drawn up a table of the comparative state of the different school districts (twenty in number) in Great Britain.

TABLE of COMPARISON of Inspectors' Districts (7). Table of comparison of inspectors' districts.

	NAME OF DISTRICT.	Place in attainments.	Place as to number of certified teachers.	Place as to number of apprentices.	Place as to least number of young children.	Place as to greatest number of older children.	Place as to amount of teachers' salaries.	Place as to cost per child.	Place as to portion of income raised by school pence.
English Church Schools.	Metropolitan	3	11	15	1	17	1	1	15 25 per cent.
	Gloucester, Hereford-shire, &c.	13	17	18	12	10	14	4	12 29½ per cent.
	Yorkshire	15	7	8	18	20	13	17	3 49 per cent.
	South-western	11	18	19	13	9	19	13	15 25 per cent.
	Eastern Counties	7	5	9	3	4	6	14	14 28 per cent.
	North Midland, Derby, &c.	10	6	12	14	11	7	10	9 35 per cent.
	South-eastern, Kent, &c.	5	15	16	15	18	3	2	15 25 per cent.
	Lancashire	19	9	5	9	16	5	11	4 47 per cent.
	West Midland, Chester, &c.	12	16	17	6	14	9	7	11 32 per cent.
	Northern	17	8	11	10	12	10	15	8 37 per cent.
	Berkshire, Wiltshire, &c.	16	1	13	17	13	18	3	15 25 per cent.
	Wales	9	13	10	7	3	17	18	13 29 per cent.
British and Denominational (Northern)		4	3	1	2	5	4	8	2 51 per cent.
British and Denominational (Midland and Western)		1	10	2	4	7	2	5	5 45 per cent.
British and Denominational (Southern and Eastern)		2	12	3	16	6	8	16	6 42 per cent.
Scotch Established Church		18	4	6	5	1	11	6	7 41 per cent.
Scotch Free Church		14	2	4	11	2	12	9	1 58 per cent.
Scotch Episcopal Church		20	20	20	8	8	20	12	16 24 per cent.
Roman Catholic (Southern)		6	14	7	20	15	15	19	16 24 per cent.
Roman Catholic (Northern and Western)		8	19	14	19	19	16	20	10 34 per cent.

Some of the results of this table are very curious and conflicting. For instance, one would suppose that the district which contained the highest per-centage of certified teachers would show the result of their attainments in the high standard of the children in this respect. But this (as will be seen from the table) is by no means the case. The Berkshire and Wiltshire district, which stands first in the number of certified teachers, is sixteenth in its state of attainments; the Free Church of Scotland is second in certified teachers and fourteenth in attainments; while, on the other hand, the Roman Catholic Northern and Western district, which is nineteenth in its number of certified teachers, is eighth in attainments of children. Indeed, this district is a perfect marvel. Excepting the Episcopal schools in Scotland, which cannot yet fairly be compared with those of other districts, it is lowest in the Results of this table.

number of certified teachers, it is lowest in the age of the children at school, it is lowest in the outlay for their education, it is very low (sixteenth) in the payment of its teachers, it is very low (fourteenth) in the number of its pupil-teachers; and yet, if the returns made are to be considered as showing the real state of the case, it is eighth in the attainments of its school children, under all these disadvantages. Again, we know from actual returns that the salaries of the teachers absorb more than seven-tenths of the whole expenditure of elementary schools. It would seem therefore to follow that, in the districts where the teachers' salaries are highest, the cost of the children's schooling would be highest also. But this is not always the case, as the table will show in the districts of Berkshire, Gloucestershire, Cambridge, &c., where considerable variations will be found. I have before adverted to the discrepancy between the average salaries of teachers and their numbers in the different districts, many examples of which will be found in this table. Among the more positive results which may be obtained from it are the following; that the people in Scotland and the north of England are more anxious for the education of their children than those in the south, as evinced by the school payments, which vary from 58 per cent. of the whole school-income to 24 per cent. It will be seen that the Free Church in Scotland contributes the most largely in this respect, and that it is followed by the British and Denominational (Northern district), and by Yorkshire and Lancashire; while the lowest are the Southern district of the Roman Catholic schools (Kent, Cornwall, Berkshire), and the Metropolitan district of Church schools.

As to cost of schooling.

Again, the average cost of schooling (Table (8))* seems to be considerably greater in the south and west of England than elsewhere; the highest, in this respect, being the Metropolitan district, South-eastern (Kent, &c.), Berkshire, Wiltshire, and Gloucestershire.

The average cost per child for Great Britain is	-	- £0	17*s.* 9¾*d.*
Whilst in the Metropolitan district it is	- -	- 1	3 1¼
And in the Northern Roman Catholic district	-	- 0	10 10½

As to progress of children.

From Table (9)* also it may, I think, be collected that the progress of children in attainments does not depend so much on the number of certified teachers or apprentices, nor on the cost in other ways bestowed on their education in books, apparatus, as on their age. This is, of course, only what might be expected, but it seems to be confirmed by this table. For instance, Yorkshire stands lowest in the age of her school-children, and, though sixth in her number of certified teachers and apprentices, is only fifteenth in the order of progress. Lancashire, also, is very low in the age of its school-children,

* *Appendix* D.

and, though fifth in the number of certified teachers and apprentices, is nineteenth in the order of attainments.

Probably enough has been said to show that the statistical returns made in your Lordships' Minutes, require a careful interpretation, and much knowledge of the peculiar circumstances of schools, before they can be rightly received. I am anxious that this should be generally understood, for I sometimes hear Yorkshire taunted as a laggard in the educational race; when I feel convinced that she has made as great efforts, if not produced as great results, as any district of Great Britain I am aware that this is not a favourable time for making this assertion, as my report this year cannot, on the whole, be considered as satisfactory. I observe, however, that your Lordships' grants to Church schools in Yorkshire have increased from 13,743*l.* 0*s.* in 1852, to 14,128*l.* 10*s.* in 1853.

I append a tabular statement* respecting the chief towns of Yorkshire which does not show a similar result.

I have not seen any night schools at work, though some grants have been promised by your Lordships' Committee on account of their teachers. I cannot report any increase of school fields or gardens. The rising generation in Yorkshire seems to be too fully employed in manual labour to find leisure for this very useful branch of industrial occupation. I cannot speak of much progress in drawing schools. In Sheffield, where there seemed to be the most prospect of success, a disagreement arose between the master of the school of design and the schoolmasters which had the effect of causing them to discontinue their attendance at the school. At Leeds, also, the dismissal of a drawing master has been temporarily productive of hindrance to the pupils of the school. Kirkstall is the only school which presented candidates for examination in drawing, and these, owing to a misunderstanding of the time, and my inability to give the papers at a later hour, were not examined.

Night schools.

School fields.

Drawing in schools.

In conclusion, I cannot but express my disappointment at the educational aspect of my district, as seen in the inspection of the last twelve months. It certainly is not satisfactory for the great county of York, for it really amounts to this, that the most approved means for bettering the elementary education of the working classes have been freely used, have been used, also, for a sufficient length of time to test their value, and that they have produced very little effect—that, on the whole, their effect seems to diminish rather than to increase—that during the last year the results of inspection bring to light very little, if any, progress in the intellectual attainments

Conclusion

* *Appendix* D. Table (10).

of the school children, and show no improvement in that particular, by which chiefly intellectual progress is rendered possible, their age and length of attendance. In one of these points it would be difficult to say that there is any advance, in the other there is decided retrogression since my last report.

Unsatisfactory report for the year.

I confess that this is a very discouraging fact. For Yorkshire is not in the same position with other parts of England, where, either from want of means, or lack of energy, the people declined to enter, or entered only of late, into the great educational struggle. It was one of the first counties to take advantage of your Lordships' Minutes of 1845–6. It has continued ever since to receive a large portion of your grants. It has a larger staff of certified teachers and apprentices (reckoned together) than any other county. Of the schools which I inspected last year only twenty-two per cent. were without either the one or the other of these advantages. Very nearly half the teachers, both male and female, of the schools under inspection hold certificates of merit. Above half the schools, including those of every kind that have been inspected during the year—those even for mere infants—those in almost pauperised districts—those in out-of-the-way country villages, in short, in all those localities where there would seem to be the least chance of ability to comply with your Lordships' conditions—above half the whole number have apprentices at work in them.

Its cause.

The school-buildings are certainly not surpassed, I doubt whether they are equalled, by those of any other district of Great Britain, either in architectural beauty or internal convenience; their furniture, books, apparatus, &c., are in general liberally supplied and suitable for the purpose; their managers, chiefly the clergy—on whom falls the chief burden, and to whom should be the largest share of the credit—work zealously, and in many cases intelligently, in their different spheres, and yet the result is small, very small, and, as far as can be judged, gradually decreasing. Why is this? The answer has been given a hundred times. I have stated it over and over again in my reports. It is chiefly owing to the small age of the school children. Yorkshire suffers from this evil more than any other part of England. Above 32½ per cent. of her school children are only of and under the age of seven years; of the remainder only 3½ per cent. are above the age of thirteen years. It is simply useless to expect any real improvement in the knowledge and habits of the working-classes as long as such a state of things, from any cause whatever, exists in our schools.

I have the honor to be, &c.

FREDERICK WATKINS.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

Summaries of Tabulated Reports, for 1853–4, on Schools inspected by Rev. F. Watkins and Rev. G. R. Moncreiff.

Summary *a*.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.									
No. of Schools, *i.e.* institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
349	122	119	55	184	411,857	39,450	40,615	235	556

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
23·21	0·21	0·3	0·15	6·23	6·9	20·01	34·14	50·1	3·64	5·43	15·27	20·94	25·2

To write		To read.							
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.	
42·95	53·51	41·15	37·46	31·13	36·68	11·95	85·14	79·29	

Per-centage of Children *on School Registers*

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Four years and over.	Four years.	Three years.	Two years.	One year.
31·04	10·7	13·62	13·29	11·58	8·63	6·59	2·47	1·18	3·64	4·27	7·7	12·29	17·12

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per centages are confined to boys' and girls' schools and do not include infants

SUMMARY *b*.

Aggregate Annual Income, as stated by Managers, of 325 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,216 0 1	9,996 3 8½	14,363 11 4	4,265 15 4½	30,841 10 6

Aggregate Annual Expenditure, as stated by Managers, of 325 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
22,658 9 6½	1,996 13 6½	5,518 14 5	30,173 17 6

APPENDIX B.

AT a meeting of the masters of the National schools in the town and neighbourhood of Sheffield, held in the National School, Carver Street, October 7th, 1854, the following resolutions were passed:—

"That, as the irregularity of attendance of the children in our National schools, and the early age at which they are taken away from them, are the greatest evils which at present exist in the way of education, this meeting deems it necessary that efforts should be made by the friends of education in Sheffield and its neighbourhood, as far as possible to remove them from the schools of this locality."

Resolved—"That this meeting considers that a prize scheme on some such principle as that adopted in Staffordshire may, with great advantage, be introduced into this town and neighbourhood, for the following reasons:—First, that it would induce parents to allow their children to remain longer in school; second, that it would have a tendency to keep children at the same school; third, that the obtaining of a prize would have great weight in this neighbourhood, as it would be the means of securing good situations for the successful candidates, and thus be beneficial both to the cause of education and to manufacturers who employ them; fourth, that it would greatly conduce to the orderly and respectful behaviour of the children both in and out of school, and thus contribute to their social, moral, and religious welfare."

Resolved—"That a copy of the foregoing be forwarded to the Rev. F. Watkins, Her Majesty's Inspector of Schools, respectfully requesting him to take such steps in this matter as he may deem advisable."

Signed, on behalf of the meeting,

JOSEPH WARD, Chairman.

APPENDIX C.

SIR, 21 November 1854.

I AM a steady, pious, young man, twenty-five years of age. I have been married above three years, and have no family. My brother-in-law is a schoolmaster, and, as I have every qualification for the same, I wish to become one myself. I thoroughly understand reading, writing, arithmetick, grammar, geography, &c. I am particularly well suited to become a schoolmaster. I am of a very thoughtful quiet turn of mind, steady, honourable, and just towards all men. Although I am but twenty-five years of age, I have had a very great deal of experience in spiritual and worldly matters, and would make it my whole study to learn my scholars their duty towards God and man, and insert the principles of Christianity with those of business into them, whereby they might become a God-fearing people and useful members to society. My wife is a very pious, quiet, respectable person, twenty-five years of age, and is capable of teaching reading, writing, spelling, and the primitive elements of arithmetick, geography, history, &c., likewise, is very clever at her needle. I have been shopman for the last eight years, and have always bore an unblemished character. My last employer, Mr. ———, would be most happy to give me a first-rate reference, either personally or by letter. Anxiously waiting your pleasure, I beg to remain yours obediently,

———

London.

P.S.—An answer would very much oblige. No objection to teach middle-age people.

SIR, 21 November 1854.

IN glancing over the advertisements of Saturday's paper, I saw one which bore a statement to this effect, viz.:—That you were in wants of a schoolmaster and mistress at ——— Colliery School. I have been brought up under the Government system of education, and have done nothing else all my life but go to school and teach schools. Schooling is a situation that I have studied a deal, and could always bring a character away with me that would always bear the strictest examination. By giving me a trial you will find me to give satisfaction both to the parents and to the children, and all who are concerned in it.

I remain, Sir, your obedient servant,

———

SIR, 28 November 1854.

HAVING seen an advertisement in one of the ———— papers for a schoolmaster and mistress for schools at ———— Colliery, and being acquainted with the locality and having some knowledge of the kind of tuition that will be required there. And having long had a desire to be placed in a situation whereby I might be made usefull to my fellow workingmen. That situation as schoolmaster would be one, I perceive, whereby I might gain access unto them, and so be made a blessing both to the rising generation and the adult population too. Being myselfe a miner I might converse with them more freely, for I shall whant to make myselfe generally useful to all around, should you think well to prefer me for that office. Neither my wife nor me, tho' we take the boldness to offer ourselves as candidates for the situation, have had no classical instruction. For I was took to the pit at the age ten, and do still follow the employment of a miner, so that what learning I have got hath been principally from selfe

cultivation. But my acquaintance with the rising generation and mode of instruction needful for them is such that I feel quiet satisfied in my own mind that a trial will give satisfaction not only to the proprietors of the school, but to the rising generation and their parents as well. I am no stranger to teaching, having been about 9 years a Sunday-school teacher, but at present am a local preacher amongst the Wesleyan Reformers in the ——— and ——— circuits.

My character, tact, and moral capability for a schoolmaster, with, as I said before, the exception of a classical education, may be had, if required. And as far as my wife's capabilityes for the work, she hath had about 30 children under her care as pupils, and gave great satisfaction too.

We have no family, so that we should be at liberty to devote our whole energies to the cause.

I would had in conclution, that we will spare no pains, and think no sacrifice to great in order to benifit the children. Should you think well to give us a trial, you will much oblige,

Yours truly,
(Signed) JAMES and ANN ———.

To the Proprietors of the ——— Colliery Schools.

APPENDIX D.

Table (8.)

COST OF SCHOOLING.

District.	1853.			1852.		
	£	s.	d.	£	s.	d.
Metropolitan	1	3	1¾	1	3	9
Gloucester and Western	0	19	2¾	0	18	1
Yorkshire	0	14	10¼	0	14	1
South-western	0	16	9	0	16	10¾
Eastern	0	16	5	0	16	6¾
Midland	0	17	9¼	0	15	6¾
South-eastern	1	2	1½	1	0	5
Lancashire	0	17	4¼	0	18	8
North-western	0	18	3¼	0	17	9
Northern	0	16	4	0	14	4¾
Berkshire, Wiltshire, &c.	1	0	0½	0	18	8¼
Wales	0	13	6½	0	14	6½
British and Denominational, Northern	0	18	2½	0	15	9
,, ,, Midland and Eastern	0	19	2½	0	13	1½
,, ,, Southern and Western	0	15	3¾	0	16	1½
Scotch Established Church	0	18	10	1	1	7
,, Free Church	0	18	2	0	16	9¼
,, Episcopal Church	0	17	1	No return.		
Roman Catholic, Southern and Western	0	12	11½	0	9	7
,, ,, Northern and North-western	0	10	10½	No return.		
Average	0	17	9¾	0	17	3¾

Increase, 6*d.* per child.

TABLE OF PROGRESS (9.)

Subject.	1854.	1853.
	Per cent.	Per cent.
Sewing	23·21	25·68
Algebra	0·21	0·32
Mensuration	0·3	0·58
Geometry	0·15	0·28
Drawing	6·23	3·16
Music	6·9	6·48
History	20·01	20·39
Grammar	34·14	32·53
Geography	50·1	44·02
Fractions	3·64	3·96
Proportion and practice	5·43	4·8
Compound rules	15·27	12·86
Multiplication	20·94	16·05
Addition	25·2	24·1
Dictation	42·95	37·73
Writing in copy-books	53·51	50·8
,, on slates	41·15	41·65
Reading books of general information	37·46	31·0
,, easy narrative	31·13	31·87
Letters and monosyllables	36·38	33·61
Liturgy	11·95	11·39
Catechism	85·14	82·16
Holy Scriptures	79·29	79·09

Table (10.)

COMPARATIVE CONDITION of large Towns in Yorkshire, as shown by Educational Grants from the Committee of Council on Education.

——	1852.	1854.	
	£ s. d.	£ s. d.	
Leeds	2,369 0 0	1,839 10 0	Decrease nearly 23 per cent.
Sheffield	1,587 10 0	1,138 0 0	Ditto 28 ,,
Bradford	598 0 0	753 0 0	Increase nearly 26 ,,
Halifax	765 0 0	763 0 0	Stationary.
Huddersfield	451 0 0	811 0 0	Increase nearly 80 per cent.
Wakefield	479 10 0	285 0 0	Decrease ,, 59½ ,,
York	560 0 0	810 0 0	Increase ,, 44 ,,
Hull	901 10 0	920 0 0	Stationary.
Total	£7,711 10 0	£7,319 10 0	Decrease 5 per cent.

Table (11.)

INCOME.

Year.	Number of Places making returns.	Endowment.	Voluntary Contributions.	School-pence.	Other Sources.	TOTAL.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1852	287	2,497 19 2½	7,662 0 5½	12,118 4 4½	4,241 10 5½	26,519 14 5½
1853	288	1,296 17 0	7,135 14 9½	11,150 6 4	3,054 9 1	22,637 7 2½
1854	325	2,216 0 1	9,996 3 8½	14,363 11 4	4,265 15 4½	30,841 10 6

Table (12.)

EXPENDITURE.

Year.	Number of Returns.	Salaries.	Boooks and Stationery.	Miscellaneous Expenses.	TOTAL.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1852	287	19,039 7 8	1,417 18 0½	5,064 15 9	25,522 1 5½
1853	238	17,052 18 3	1,612 12 7½	3,332 4 0½	21,997 14 11
1854	323	22,658 9 6½	1,996 13 6½	5,518 14 5	30,173 17 6

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. E. DOUGLAS TINLING, M.A., *on the Schools inspected in the Counties of Dorset, Somerset, Devon, and Cornwall.*

MY LORDS, Bath, 1854.

THE work in which I have been engaged during the past year, from the 1st of September 1853 to the 31st of August 1854, is briefly summed up in the following table, wherein the occupation of each day is stated.

Inspecting Schools.		Examinations.		Revising Papers.									
Elementary.	Normal.	Pupil-teachers.	Certificate.	Register.	Pupil-teachers.	Teachers.	Journeys.	General Report.	Correspondence and Conference.	Vacation and private business.	Illness.	Sundays.	Total.
Days, 125	5	14	10	3	14	25	6	26	50	25	10	52	365

During the 125 days devoted to the inspection of elementary schools, I visited :—

Separate institutions.	Schools under distinct Teachers.	Boys.	Girls.	Infants.	Mixed.	Number of Children in attendance in Schools.
114	195	62	51	18	64	16,000

The normal institutions of Exeter and Salisbury were inspected by me, with my colleagues, the Rev. H. Moseley and the Rev. F. C. Cook, upon whom devolves the duty of reporting upon these institutions; but, as these training schools are specially connected with the elementary schools in this South-western district, I would take this opportunity of again recording my opinion that in both these schools a great and increasing work is being effected for the advance of national education in this country.

In the 195 schools which I have visited, there were present on the day of inspection 16,000 children, whilst the tabulated reports of the Rev. R. F. Meredith refer to :—

Separate institutions.	Schools under distinct Teachers.	Boys.	Girls.	Infants.	Mixed.	School Buildings	Children in attendance in Schools.
166	216	50	49	21	93	3	13,007

In addition to these 310 separate institutions, containing 411 schools under distinct and separate teachers, in which

were present upon the day of inspection 29,007 children, there are several small schools in the district which have not been visited either by myself or Mr. Meredith during the past year, and eleven groups of schools in which apprentices or certificated teachers have been appointed. The names of these latter schools are given in the index, to which index I would refer for the number of children present in each school upon the day of inspection,—the names of all those schools in which apprentices have been sanctioned,—the number of apprentices in each school,—and the names of the certificated teachers, with the schools in which they are located.

The following table will give at one view the aggregate number of certificated teachers and apprentices working in this district, and their distribution according to the different counties:—

Names of Counties.	Schools under distinct Teachers in which Pupil-Teachers have been sanctioned.	Total Number of Pupil-Teachers in each County.		Total Number of Certificated Teachers.		Population of the District.
		Male.	Female.	Male.	Female.	
Somerset - -	50	67	48	22	12	443,916
Dorset - -	33	29	33	9	10	184,207
Devon - -	66	73	58	27	8	567,098
Cornwall - -	20	50	16	17	4	355,558
Total -	188	374		109		1,550,779

A general idea may be formed of the progress of education in this district during the past year, from the following facts:—

1. There is a steady increase in the number of schools applying for and obtaining pupil-teachers, as shown in the following table, which is some proof of the advancement in the instruction given in our elementary schools; for it is a simple matter of fact, that in almost every good school a request is made for an apprentice.

The following table shows the gradual increase in the number of schools in which pupil-teachers have been sanctioned since the year 1848–9, together with the number of certificated teachers engaged in elementary schools.

Number of Schools under distinct Teachers.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.
Somerset - -	36	44	55	50	49	59
Dorset - -	16	19	20	22	27	33
Devon - -	27	36	44	49	57	66
Cornwall - -	23	32	38	29	33	30
Total - -	102	131	157	150	166	188

The NUMBER of Certificated Teachers.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.
Somerset - -	9	12	12	20	27	34
Dorset - -	10	12	8	12	12	19
Devon - -	6	9	17	23	29	35
Cornwall - -	7	9	10	10	18	21
Total - -	32	42	47	65	86	109

2. The inferiority of those schools in which pupil-teachers are *not* apprenticed has become more apparent, and is now both recognized and acknowledged by the great majority of school managers.

3. Many new and additional school buildings have been erected throughout the district, and several others are in the course of erection.

4. In addition to these elementary schools, the new training college for masters at Exeter has been completed, and was opened in October last with one unanimous feeling of interest throughout the county.

In this college there have been during the past year 40 students, 33 of whom were examined by me at Christmas; whilst at the Salisbury institution for mistresses, there have been no less than 60 students during the past year, 48 of whom were examined at the same time by Mr. Meredith.

It is in a great measure owing to our training institutions, with their increasing supply of certificated teachers, (*vide* preceding table,) that the pupil-teacher system is thus steadily extending itself throughout the country; at the same time I must not omit to mention that there are many of our national school teachers who, without any training, have made the most praiseworthy exertions to keep pace with the advance in education, and have consequently raised their schools to a state of proficiency which is highly satisfactory, and have either themselves obtained their certificates, or have become registered, and carried their pupil-teachers through their course of apprenticeship. On the other hand those teachers who, either through inability or want of enegy, have failed to move forward in the work of education, are plainly showing by the inferior state of their schools that they are wholly unequal to hold their position as instructors of the children of the poor.

It is worthy of remark (in connexion with the school buildings which have been recently erected in this district), as affording some indication of the hold which the educational movement is beginning to take in this country, that in several instances schools have been erected *in memoriam; e.g.*, at Bridgewater, in the midst of the very poor population of St. John's, Eastover; at Marazion, in Cornwall; and, during the past year, at Charlton

Mackrel, in Somerset, where schools of the most chaste and beautiful character have been built to the memory of the late Archdeacon of Bath, by his brother, James Brymer, Esq.

With regard to the internal fittings of a school, I would suggest to school managers, as a general rule; 1, to place the desks in their schools in parallel lines, three deep ≡≡≡, and sufficient in number to accommodate about one half of the children in attendance on school; 2, to leave a certain amount of the area of the school-room open and free; 3, to erect a small gallery for oral teaching, either in a part of the general school-room, or in the class-room, if there be one. This gallery should contain, in a small village school, about one third of the children in attendance; and in no case more than about fifty or sixty children.

In many of the parochial schools the school fees are bearing a more sure and fair proportion to the annual expenditure than heretofore; and the income of the school having been thus raised by the admission of the children of the employer with those of the employed, a better and higher class of teacher is provided than could otherwise have been afforded. I consider this self-paying system to be of great benefit, as far as it can fairly be brought to bear; for without it there must ever be the greatest difficulty to continue the higher salary to the better educated and more efficient teachers.

Though I am fully aware how little has been done in this district, with a population of 1,550,779, in comparison with that which might have been accomplished, yet, as a proof that the education in our parochial schools is producing some little effect, I would refer to a paragraph extracted from the *Times* of 9 November 1854, where it is stated, respecting the four counties which form my district:—

"At the quarter sessions for Somerset, Dorset, Devon, and Cornwall, the four principal western counties, which have recently been held, the governors and chaplains of the various county and city gaols have supplied some interesting and important statistics connected with the state of crime in the various localities. At the Somerset Sessions, presided over by Mr. Miles, M.P., the number of prisoners for trial was only 23, which was a considerable decrease from the number at the corresponding sessions in the previous year. In Dorset the number for trial was 54, of whom 20 were allowed to be on bail. The number of prisoners in the gaol was—148 males and 24 females, together, 172; the daily average during the quarter being 170, while during the same quarter last year it was only 143. The committals during the past quarter, however, have only been 177, against 186 in the corresponding quarter of last year, showing a decrease of 9. On the other hand, there had been 71 re-commitments, against 57 last year, being an increase of 14. The chaplain of the Dorset gaol stated that the criminal statistics of the present year, as compared with those of 1848 and 1849, were favourable, but the proportion of those ignorant of religious truth far exceeded those of previous years, that class amounting to 556 out of 804. Out of the 804 prisoners also, there was only one who had received a superior education. In Devonshire the number of prisoners for trial was 25, while *at the corresponding* session of last year it was 37, showing a reduction of

12, while there were 80 or 90 prisoners confined in the county gaol less than there were last year."

I would also refer to the following paragaphs in the *Bath Chronicle* :—

"The calendar for the western division of Somerset, January 1855, presented a list of 63 prisoners, and the number for the adjourned sessions to be held at Wells, 54, making a total, 97; last year, at the corresponding sessions, the number was 126, showing a *diminution* of 22."—3 January 1855.

"In Devonshire there was also a decrease during the present quarter, the number for trial being 35; while, at the corresponding sessions in 1853, it was 47."—17 January 1855.

It has been a subject of general remark that the letters which have been published from our valiant soldiers in the east, afford a most striking evidence of the advance in education since the last war; and it appears to me that they still more strongly indicate the religious character of that education, even though the seed sown may not have taken root in every heart.

There is thus much to encourage us in our work amongst the children of the poor. Yet, still it is my duty, as on former occasions, to lay before your Lordships the great and increasing difficulty which we have to contend against in the early withdrawal of children from school at an age when their school instruction can only be considered to be beginning to tell with advantage upon them; so that, whilst our schools are fuller, and the average per-centage of children under education greater, the age of the children is decidedly less.

I am glad to be able to report that in agricultural parishes, where the Minute of 2 April 1853 can be brought to bear, there is a growing conviction on the part of school managers that this amended Minute will be of some real assistance in remedying the evil. I append a list of the schools which have already received the benefit of this Minute.

List of Schools which have received Grants for Capitation under the Minute of 2 April 1853.

Somerset.	£	s.	d.	Dorset.	£	s.	d.
Pitminster	3	4	0	Broadwinsor	5	11	0
Wellington	10	7	0	Whitchurch	4	18	0
Rockwell Green	8	0	0	Sherborne	2	16	0
Nettlecombe	4	0	0	Nether Compton	3	0	0
North Petherton	5	8	0	Sherborne	1	13	4
North Curry	0	16	8	Hinton Martell	8	15	0
Nailsea, Ch. Ch.	1	16	0	Blandford	13	4	0
Wellow	4	13	0	Osmington	2	15	0
Castle Carey	2	15	0	Wareham	13	15	0
Brompton Ralph	0	12	9	Corfe Castle	11	18	0
Weston Bath	22	11	0	Stour Provost	6	2	0
Evercreech	20	3	0	Stalbridge	4	2	0
Freshford	2	1	0	Maiden Newton	8	7	0
Paulton	13	17	0	Child Okeford	8	8	0
				Pimperne	13	12	0

List of Schools which have received Grants for Capitation—*continued.*

Devon.	£	s.	d.
Halberton	13	4	0
Kingsteignton	1	15	0
Plympton	22	0	0
Dawlish	5	8	0
Axmouth	5	18	0
Axminster	20	17	0
Sandford	3	0	0
Barnstaple	4	3	4
Upton Pyne	1	13	4
Combe Martin	4	4	0
Holdsworthy	13	13	0
West Buckland	6	19	0
Bratton Fleming	6	9	0

Cornwall.	£	s.	d.
Stoke Clymsland	10	17	0
Launceston	6	13	0
Stratton	8	4	0
Milton Abbot	7	15	0
Tywardreath	9	12	0
Boscastle	0	6	0
Feock	6	4	0
Altarnun	6	14	0
Devoran	6	13	0
Chacewater	12	0	0
Baldiu	8	6	0
Merrymeet	7	16	0
Mylor Bridge	7	16	0
Breage	10	17	0
Menheniot	4	0	0

That portion of the Minute which refers to half-time would, I consider, be most valuable if, by any legislative measure, children under a certain specified age could be withheld from day labour, either for half the day or for half the week. But, as long as it is legally possible for employers to use children of any age for the whole of their childhood, I fear they will continue to do so, regardless of the moral and physical injury done to the children. There is a very strong feeling in many parts of my district (though it is not by any means universal) that some enactment of a similar character to the Act for Factories would be a legitimate means of enabling us to give a sound and useful, education to the children of the poor. As matters now stand, it is simply impossible to do so in the great majority of cases.

Since the period of my last report, the "Sutcliffe Industrial School," in the city of Bath, has been placed under my inspection,—a school "for the reformation of juvenile offenders, and of youths in imminent danger of becoming criminal." To show the good effect of an industrial training under a godly master, I find (from a table published by the secretary) that in this institution, out of 77 youths who left the school between 1 January 1852 and 31 October 1854, 46 have been reformed, and are living honestly by their own labour; 6 are living at home with their parents; 4 are in the workhouse; 8 uncertain, not heard of; only 13 are known to have returned to their evil practices. The average number in the school is 30. The employment as follows:—shoemaking, tailoring, gardening, matmaking, knitting, woodcutting, washing, baking, hairpicking. The expenses of the school during the

last year have been 438*l.* 13*s.* 2¾*d.*, which includes every detail of outlay.

Out of the 65 youths who have been within the walls of the building during the past year,

3	have been sent to Canada as emigrants.	
2	apprenticed to traders.	
5	apprenticed to H.M. Navy.	
1	apprenticed in the Merchant Service.	
1	entered as a seaman H.M.S.	37
7	sent to situations.	28 now in the school.
5	returned to their parents.	
11	absconded or left without leave.	65
2	sent to the workhouse.	

There is much in the success of this industrial school to encourage us to hope that the reformatory principle, now beginning to work in this country, may be made available both for teaching the neglected and for bringing back from the brink of ruin many of the depraved and abandoned of our juvenile population.

In this district the study of drawing has lately received much encouragement and attention. Schools of Art have been established in the cities of Bath and Exeter, and at Truro. The following details respecting the school in Bath, in which I am personally deeply interested, may be of service to those who watch with pleasure the progress of these schools. We opened our school in Bath in May last, when various classes were immediately formed; and although, from unexpected circumstances, our school was closed for fourteen weeks after midsummer, yet the number of students who have entered the school is most encouraging.

No. of Students.	Schools and Classes receiving instruction.
120	Blue Coat School—boys. Weymouth House Central School—boys. Walcot Parochial School—boys.
28	Ladies' class.
28	Children of ladies and gentlemen.
33	Schoolmasters and male pupil-teachers.
34	Schoolmistresses and female pupil-teachers.
128	Artizans—male.
8	Artizans—female.
25	Bath Rectory School.
408	

The following analysis of one of these classes, made in June last, when the class consisted of 81 students, is most instructive. It shows how widely the system which is taught in

these schools is sought for, and how extensively its benefits are applicable—

ARTIZANS—MALE.

Trades, &c.	No. of Students.	Trades, &c.	No. of Students.
Cabinet makers	17	Marble mason	1
Upholsterers	4	Coach-body builder	1
Turners	2	Harness maker	1
General turner	1	Shoemaker	1
Carpenters and joiners	7	Weaver	1
Carpenters	3	Errand boy	1
Joiner	1	Teacher of drawing	1
Fancy chair and sofa makers	2	Schoolmasters	2
Chair maker	1	Teacher	1
Carver	1	Paper hanger	1
Painters	4	Compositor and letter-press printer	1
House painter	1	Engraver and lithographer's apprentice	1
Heraldic painter	1	Photographer's assistant	1
Ironmongers	2	Stationer's assistant	1
Ironmongers' assistants	2	Organ builder	1
Ironmonger's clerk	1	Organ builder's apprentice	1
Gas fitter	1	Clerk	1
Brass worker	1	Architect's clerk	1
Brass founder's assistant	1	Attorney's clerk	1
Smith	1	Tailor	1
Whitesmith	1	Inspector of gas works	1
Jeweller and goldsmith's apprentice	1	Occupation not stated	2
Builder	1		

We have every reason to believe that when the school is once freed from the expense which appears essential for the procuring casts, examples, desks, &c. it will be entirely self-supporting. I append the provisional rules.

PROVISIONAL RULES FOR THE CENTRAL SCHOOL.

THE entire management of the school is under the direction of the Committee.

Students may enter the School of Art without any qualification in drawing.

Mechanics and artizans, and others of a like class, must pay the sum of 2*s.* entrance fee; which fee, if they attend the school regularly for forty-four weeks, shall be received as payment for instruction for the last four weeks of that time.

Mechanics and artizans, and others of a like class, must pay in advance 6*d.* a-week for instruction, consisting of three lessons a-week of two hours each. All entrances and payments by the mechanics' class can be received only at the Monday meetings.

Ladies and gentlemen forming classes for instruction must pay in advance one guinea a quarter, consisting of eleven consecutive weeks. Pupils under sixteen years of age will be admitted for 10*s.* 6*d.* the quarter. Two lessons a-week of two hours each.

The parents of young ladies shall have the option of placing their children in the ladies' or the children's class; boys above fourteen must enter to the gentlemen's class.

Every student must provide himself or herself with a drawing board, paper, and pencil; all of which may be obtained at the school, at the cost price.

Any student absenting himself from the school for a month, without producing a satisfactory reason for such absence, must pay a second entrance fee on re-commencing his attendance at the school.

The master is directed to report immediately any case of misconduct to the Executive Committee, who shall direct the entrance fee to be forfeited, or the student to be removed from the school, as the circumstances of the case may require.

Any public school for the education of the children of the poor will, with the consent of the Executive Committee, be attended by the master, once a-week for one hour, on the payment of five pounds annually, in advance.

The terms for the attendance of the master on private schools are arranged by the Committee according to circumstances.

(Signed) { E. Douglas Tinling, Chairman.
R. Wilbraham Falconer, M.D., Hon. Sec.

The following is from the report of the Drawing Master, upon the two National Schools under inspection, and the Blue Coat School:—

"The children at the public schools take great interest in their drawing lessons, many of them have improved very much, particularly those of the Blue Coat School.

(Signed) A. Stannus, Master."

Mem.—The boys of the Blue Coat School remain longer at school, and are older boys than the boys at the other schools.

If equal encouragement could be given for the formation of singing classes, I believe that much good might be done, and that it would be greatly appreciated by the poorer classes.

I have the honor to be, &c.

E. Douglas Tinling.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports on Schools inspected by Rev. E. Douglas Tinling and Rev. R. F. Meredith.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
310	108	98	37	146	234,818	25,646	29,007	113	351

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
22·9	0·12	40	–	2·51	5·02	14·05	27·04	40·68	3·21	5·95	13·79	16·91	18·79

To write			To read					
From Dictation.	On Paper	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
32·05	39·23	35·55	29·42	29·05	38·36	19·85	77·04	72·12

Per-centage of Children *on School Registers.*

Aged									Who have been in school				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
33·26	14·31	11·43	13·81	10·49	7·19	5·07	2·66	1·78	6·48	5·91	9·67	14·4	39·88

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† *At the date* of closing this return.

‡ *These per-centages* are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 257 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,811 6 8½	9,113 3 10½	5,019 3 4½	5,368 2 3½	21,311 16 3

Aggregate Annual Expenditure, as stated by Managers, of 257 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
14,220 1 1½	1,434 4 4½	4,726 6 9½	20,380 12 3½

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. M. MITCHELL, M.A., *on the Schools inspected in the Counties of Essex, Suffolk, Cambridge, Norfolk, and Huntingdon.*

MY LORDS,

I HAVE the honor to present to your Lordships a report on the schools inspected between the 1st of September 1853 and the 31st of August 1854.

The number of places visited has been 126, of which four were visited twice, making a total of 130 visits, in which were inspected :—

Boys' schools	72
Girls „	54
Mixed „	47
Infants' „	30
Total	203

The total number of children in these schools when inspected was 18,361.

The number of miles travelled has amounted to 3,969.

Appointment of Assistant Inspector.

I have to thank your Lordships for the appointment of the Rev. W. C. Campbell as Assistant Inspector of the district. The number of places which he has visited is 45, and the number of schools as follows :—

Boys' schools	7
Girls' „	10
Mixed „	30
Infants' „	7
Total	54

The total number of scholars in the schools inspected by Mr. Campbell was 3,309, which, added to the number inspected by myself, makes 21,670.

There have been 25 days occupied in the central examinations of pupil-teachers and in revising the papers; and the remainder of the time has been employed in the examination of papers (758) worked by candidates for certificates; on religious knowledge, 21 days; report, 20 days; examinations at Norwich, 12 days; lost days and journeys, 6; conference, 3; Good Friday, fast day, Whitsunday, and vacation, 28.

Attendance diminished.

There are few circumstances connected with the district that call for observation. The attendance at the schools generally was diminished, in consequence of the high price of provisions; but the progress of the scholars, favourably reported of last year, is still maintained.

Wood floors

The managers of schools are becoming reconciled to the change of the floor from brick or stone to wood, and when once it is effected they acknowledge the advantage. The schools at Trumpington and Billericay have ceased to require pupil-teachers.

New schools.

New buildings have been raised at Lowestoft (girls), Bury St. Edmunds, Lakenham (infants), Swanton Morley, Lynn, St. John's; Lynn, South (infants), Witchford, Littlebury, Warboys, Overton Longville.

New fittings.

New fittings have been put into the schools at Lakenham (boys and girls), Fakenham (boys and girls), Burgh Castle, Great Baddow, Lynn, St. Margaret's (boys and girls), Castle Rising, Thorney Abbey, Steeple Bumpstead, Waltham Abbey, Cambridge (St. Giles'), Cambridge (St. Peter's), Brampton (boys and girls), Halstead (St. Andrew's), and Kesgrave; and I have reason to know that the increase of prices has prevented other schools from being similarly refitted.

New applications.

The managers of schools in Colchester have applied for the assistance of pupil-teachers, and the other advantages to be derived from Government inspection. They propose to build new schools, and to refit the present school-rooms, and I have no doubt that their plans will restore to the town the educational reputation which it once held in the foremost rank of the old National system of instruction.

South Suffolk.

The whole of South Suffolk is on the advance. The schools at Hadleigh, Bentley, Bures, Sudbury, and Geldestone may compare with any of their class. The young men of the Suffolk villages also have begun to be alive to their uneducated condition, and that the night-schools are well attended by, not merely loungers, but, pupils eagerly anxious to learn and to improve their status.

Night Schools.

I have visited night-schools in various towns, but am of opinion that, though useful in their way, they are generally conducted with so little system and order as to be very much less useful than they might be; and frequently the damage they do to the appearance of the rooms in which they are held, the dirt they make, the ink they spill,* and the breakage they occasion, are hardly compensated by the good they are supposed to effect. A school without discipline, whatever may be the age of the pupils, can never be successful. The introduction of assistant teachers has been beneficial to this class of instruction.

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* I insert the following for such masters as wish to keep up the appearance of their desks:—

Method of Extracting Ink.—Mix in a bottle with one quart of hot water, ½ oz. of citric acid, ½ oz. of tartaric acid, ¾ oz. of oxalic acid. This will not only extract ink from wood, but will also cleanse the tops of the inkstands, if made of brass or copper. The cost of a quart of this mixture is 5*d*.

Desire for new fittings.

I may remark that a sort of enthusiasm now prevails through the district about having schools fitted, not merely *well*, but, excellently; and the desks of Mr. Atkins, of Norwich, and Mr. Leverett, of Ipswich, are much sought for. The appearance of the schools so furnished, the ease of the working, and the success that accompanies it, as shown at West Ham, Cambridge, Ipswich, and Norwich, St. Ives, and elsewhere, cause managers and schoolmasters first to be dissatisfied with their old furniture, and next to desire to have the new of the best kind. The makers whose names I have mentioned tell me that they obtain extensive orders from other districts; and there was no set of desks at the Educational Exhibition, at St. Martin's Mall, to be compared with theirs.*

Girls' Model School, Norwich.

The model school for girls at Norwich is now entirely and well fitted. The desks are not of the same construction as those of the boys; they are adapted for either sex, and for mixed schools, but are more expensive. Visitors are surprised at the improvement that is visible in the dress, cleanliness, and appearance of the children, in schools thus arranged, with attention not merely to comfort, but even elegance. The work of education in such schools, with lively and intelligent teachers, with good supply of books, apparatus, and pictures, becomes, not a task, but, a pleasure, and is looked on as, not merely a duty, but, a delight. Nothing can be prettier than the school

Fakenham.

at Fakenham. Excellent birch desks, nice green moreen curtains separating the classes, easels of birch, black-boards, birch cupboards, with glass doors to display a museum of specimens and objects of interest, and the elegances of china flower-pots, disposed with enviable taste, must elevate, one might almost hope ennoble, the feelings of those educated therein. No doubt the scholars will be happier than those that have gone before them; and I think there can be no doubt that they will better.

Defects.

Defects alleged against the construction of these parallel desks may often be referred to the want of practical knowledge of the teacher; most suggestions that have been made overlook some reason for which the desks have been arranged on their present plan; and it must also be remembered that no system can be applied till it has been learned, and that every system, when learned, supposes energy, zeal, and faith, in the person that uses it.

Advantage of new system.

Various minor improvements may be made in the system now pursued at Norwich, in both the model schools for boys

* I reckon now more than 100 schools thus fitted or re-fitted in the district. Mr. Tollemache, M.P. for Cheshire, had his schools at Helmingham furnished by Mr. Leverett, and he was so much pleased that he sent sets of the desks and curtains to his school in Cheshire, and told me that the effect was considerable; they had never seen anything like them in those parts. Mr. Atkins also has supplied schools in *the Midland Counties* and Wales.

and girls, according to the wants of the time, or perhaps the taste of the person who adopts it; but I believe that, in the main features, it will be found to be the best and completest yet devised. I speak this from experience; for I have made a point of visiting the chief schools in this kingdom, and in France, and also some in Germany. The system is, in fact, eclectic; it takes the German parallel desks, the Glasgow gallery; and it reduces both the classes and gallery to convenient teaching size; the desks containing as many children as the pupil-teacher can instruct at once; and the gallery as many as can be commanded without wearing out the master. It combines the desks of the British and Foreign system for writing; the standing of the National Society's plan, only in parallel ranks; the black-boards and easels of the Scotch schools; and the curtains for separation of classes of the plan originated at Battersea. It is also well adapted to Professor Moseley's tripartite system, and is as well adapted for the most numerous school as for the mere country village. It unites the excellences of the class-room with that of the large open school, and enables the teacher to group all his pupils together, or to teach a single class It is for these reasons, my Lords, that I have felt justified in recommending the adoption of this plan of arrangement in all the schools of my district. I have to thank most of the managers for the considerate way in which they have received my suggestions, and for the expense and trouble which they have incurred in carrying them out; and it is no small gratification to meet everywhere thanks and approbation, even from those who once opposed this plan as heartily as they now concur in it and recommend it to others.

Echoes.

The echo in many rooms is such as to materially interfere with the education conducted in them. There appears to be no remedy at present discovered for this defect; but I have observed in old buildings that echo seldom occurs, and that the walls are seldom built parallel or in straight lines. The walls are either perpendicular or horizontal, but generally in a wavy curve, and mostly this slight curve is carried forward into the roof. Some architects have been under an impression that these curves are defects in the building, either in the original plan, or occasioned by subsequent dilapidations. The universality of the curves, however, in all old buildings, the beauty of their effect, and the fact of the absence of echo, might make us pause in giving such an opinion, even were we not persuaded that the men who reared them were giants in their work, and that their knowledge was much too potent and too subtle to permit them to overlook defects of ignorance or carelessness. How many of the nicest beauties of refined art may the want of faith of an ignorant and presumptuous age have turned to blemishes!

Blinds. There are so many schools deficient in blinds that I call your Lordships' especial notice to the fact. It must be very injurious to the health and habits of the children to sit exposed under glass to the full blaze of a summer sun. It is of such consequence to remedy this neglect that I should almost feel inclined to recommend that blinds be required as a condition of your Lordships' grants. The expense is so trifling, and the inconvenience so great, it is matter of wonder that there should be cause for these observations.

Lattice windows. My opinions of lattice windows have received a remarkable confirmation from a distinguished medical gentleman connected with a county lunatic asylum, who is of opinion that this mode of lighting has a decidedly injurious effect on the brain; an effect which, I understand, has been so much perceived in Bavaria that there is a law against such windows in that country.

Attainments of schools. The attainments of the several schools afford no new topic of report. Drawing is beginning to be cultivated at Yarmouth, and has made some way at Norwich, where the school of design gives it much assistance. I fear that music is on the decline; and I must add that the great number of subjects now taught in our large schools is likely to be productive of an evil which

Inaccuracy. I should be glad that teachers would guard against, namely, a general inaccuracy in all subjects, and a careless, slovenly, method of working, injurious, not only to the intellectual, but, to the moral, character of the scholar.

Reading. In Norfolk, I have to report unfavourably of the reading, to which more attention should be paid; and I find the cause to be that, in some of the chief schools, the time is so occupied in other subjects that only half an hour a day is set apart for this purpose.

Firmness of management, and steadiness and smartness of discipline, ought to be much cultivated, and also system and method, especially by untrained teachers.

Industrial employment. None of the schools that have attempted industrial employment have made any way; indeed they have all gone backward, or abandoned their plans. Saffron Walden and Redenhall have given up gardening, and at Winterton the success this year has been very undecided. The parents say that they can teach digging and gardening better than the masters of schools, and that they do not pay the school fee for that sort of education. What they desire is book learning, and on the whole I agree in their opinion. The industrial school at Cambridge, being established almost solely with industrial intentions, is an exception to this case, and is intended as a reformatory institution for youths.

Schools paying different school fees. There are two schools (one reported on last year) in the *district which* are founded on the principle of increased pay-

ments for higher classes of scholars, and in which the boys of each grade are kept distinct from each other, yet with a single instructor. Neither of these schools is working satisfactorily, and I hardly think that it could in reason be expected that it should, as this plan really involves the conducting of two schools with one master. In other cases, where a difference has been established in the payment, but none in the rank of the scholar in the school, the operation is very advantageous for all parties, and such schools have mostly a higher tone and relative intellectual vigour. Where to this latter arrangement objections exist (and there may be serious ones in some places), I am of opinion it would be better to establish two separate and distinct schools, under separate teachers, as it is impossible for one man to conduct successfully a school divided arbitrarily by payments, and not by the qualifications of his pupils.

Drilling.

Among the subjects that might most profitably occupy the attention of masters in common schools is drilling. If it were taught according to the proper system, much time of the militia recruit might be saved; and it would well answer the purpose of the state to grant small gratuities to those masters whose schools show proficiency in this attainment. It strikes me, that in these days it should form part of the educational system of all the male training colleges.

Fluctuation of scholars.

Certificates to scholars.

The main difficulties in our schools are, first, the early age at which children leave them; and, secondly, the fluctuations of the scholars,—some schools admitting in the year as many children as are in average attendance.* A proposition has

* Having had an idea that the present system of education does not really extend to the lowest classes, I procured from the masters of the chief schools in Ipswich, Cambridge, Norwich, Wisbeach, Lynn, and Yarmouth, information which may be thus summed up:—Out of an average attendance of 2,606 boys, only 232 have attained the age of 12 years; and of these, only 48 are the sons of labourers, the rest belonging to families of small tradesmen and mechanics.

The following statement made by the master of St. Nicholas' school, in Yarmouth, also exemplifies the difficulties attending the fluctuation of scholars; the average attendance there being about 160:—

Statement of Boys who have left during the Year 1854.

Gone to sea	10
Gone to work	45
Gone to other schools (chiefly charity and hospital schools)	27
Left the town	13
Left from ill health	6
Could not pay	5
No shoes	4
Gone to the workhouse	2
Dead	1
Parents cannot persuade to remain	1
Dismissed	4
Wanted at home	12
Playing about	20
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been made that certificates should be issued, from the Council Office to all children above 13 years of age who have attended the two years previous to the inspection; the certificated being signed by the managers of the school and the Inspector. The proposition, I think, deserves consideration, as its adoption might possibly have a good effect.

Infants' schools.

I have long been of opinion that our infant school system, as at present conducted, fails of accomplishing its object, and that the introduction of the certificate examination has had an injurious effect upon schools of this class, very few certificated teachers being willing to devote themselves to infants, and the peculiar methods devised for carrying on these schools having almost fallen into desuetude. There are several good infant schools in the district; only two having certificated teachers, and few of the other teachers having had any training. Nothing of its sort can be better than the school for infants at Lowestoft, or than an excellent one at Fakenham. The infant schools of Norwich and Brampton, and especially of St. Clement's and St. Peter's, Ipswich, merit high commendation. Still I feel that there is a want in all these schools. A something which I cannot express tells me that their usefulness stops in themselves—that the work is too much drill, too much got by rote, too mechanical, and that it has relation to, and affects, in too slight a degree the after-life of the boy, the youth, the man. The infant scholar becomes a machine and not a reasoning creature. The extreme youth at which children are removed from school causes me to think that we should devote very much more attention to the infant school, to its apparatus and means of instruction, and to its teachers and their methods of influence. To make a good infants' mistress, first-rate accomplishments are necessary, but they are personal rather than acquired, though they may be greatly improved (as what may not?) by an acquaintance with what has been learned by experience. It is, however, not so much learning as "tact" that makes an infant school teacher. A wide, an extensive, a deep knowledge of human nature, of human passions, of human ways of thought, of secret and silent influences of home, custom, and association; a power to read the unread and apparently unknown page of the human heart; an instinctive knowledge of what is to succeed some certain expression of a child's thought or act, of *what has* preceded it,—a knowledge founded on observation of children's character, which can tell a child's thought by the quiver of a muscle, the compression of a lip, the turn of a head, the twitch of a nerve, which has studied, in the form of a brain or the development of the physique, certain mental bearings and influences sure to be at work, and silently either to be called out into action or repressed, and the proper con-

What an infant teacher should be.

duct of which leads the future man or woman to all that we praise as virtue, or detest as vice;—such should be the knowledge of an infant teacher; and yet for such knowledge we are content to substitute that of a weak, unskilled, almost unweaned girl of 16, who has no range beyond her mother's cottage door, and we hope that success may attend our choice. Hence the numerous failures in such schools. But not only is the teacher defective; almost every arrangement is equally so. There is a scarcity of books, some spoiled, faded, and torn pictures, fittings and civilizations, all mean and neglected; and the children huddled together, for the most part dirty and ill-cared for, and fretful until the longed-for hour of relief arrives.

Froebel's system.

Having this experience of infant schools, and this sense of what they ought to be, it was with undisguised pleasure that I hailed the commencement of what I hope may prove to be a new era for our infant life—the introduction into this country of a plan successful in Saxony, which owes its origin to Herr Froebel, and was among the few novelties of the Educational Exhibition of last year. Herr Hoffman brought with him his simple apparatus; and his own pleasing manner of displaying it ensured a success which its merits, great as they are, might not have been equal to secure. This system, though intellectual, is truly infantile; it treats the child as a child; encourages it to think for itself; teaches it, by childish toys and methods, gradually to develope in action or hieroglyphic writing its own idea, to tell its own story, and to listen to that of others. There is no use of hard names, no singing of "perpendicular" or "horizontal," but whatever is said, and whatever is done, is totally and altogether such as belongs to a child. The grand feature of the system is "occupation." The child is taught little; it simply produces for itself. It has toys given to it of the simplest sort; straight bits of stick, or peas soaked in water. It is shown how to use them, and becomes an architect and an inventor. Churches, towers, houses, and mechanical adaptations swarm from the newly acquired power. Again, with cubes of wood, the ideas of the child take a more solid form; it learns the weight, number, and size of articles, adapts them to their places, and fits them together, weaves with strips of coloured paper webs of varied beauty and certain significances of form, pricks out patterns with a needle, and even cuts clay and models it, and tells some stories of its life, as the old Egyptians,—those infants of an infant world,—might have done thousands of years ago, stories which the parent loves to read. Combined with such occupations are songs and games, and downy beds of sweet repose. The chief improvement is that the child learns every-

thing itself, that there is no forcing of its mind, that when tired it leaves off its labour, and, having rested awhile, returns to it with vigour, or proceeds to something else. All that is required is tact and patience in the teacher, the art of knowing when to speak and when to be silent, a pleasing person, a pleasing voice, and a great love of children. Enough has been said of this system to attract attention to it. To learn more the student must go often to visit an establishment thus conducted.*

pparatus, c. for in- nt schools.

To return to our own infant schools, the fittings of which are seldom appropriate to the size of the children, and often occasion unnecessary exertion to the teacher. At the new school at Warboys, Mr. Atkins, of Norwich, has constructed a very pretty and complete gallery, slightly circular, and measured to suit the height of the little ones. In large infant schools there should be two galleries, one at either end of the school, not holding more than from 60 to 80 children, and very much lower than those now in use. There should also be a class-room, with another gallery, and with a range of cribbs, similar to the sleeping-berths on board ships.† There should also be one or two groups of desks, similar to, but smaller than, those of the Norwich girls' school. The infant school of Lady Olivia Sparrow, at Brampton, is thus fitted. There should be a plentiful supply of coloured prints, chiefly of animals, and customs, &c., and of Scriptural subjects (to be obtained from Messrs. Roake and Varty and Herring); a box of objects for lessons; Roake and Varty's Reading Made Easy; the Irish books (1st and 2nd, and their sequels); also a library of small story books for the teachers to read to the gallery; black-boards and easels; and slates to draw and write upon for at least two thirds of the children; the various toys and toy-boxes of the Froebel system; and gymnastic apparatus for the playground. The slates should be framed to prevent noise. The pupil-teachers of all girls' schools should be sometimes employed in the infants' school, and those of the infants' in the girls' school.

ily report- ook.

In each school a daily report should be kept of the instructions actually given collectively to the whole school, and individually to each class, stating the subject of the lesson, the notes of which should be preserved; also, in classes, of what book was read, what page or pages of it, what sums worked,

* A school on this system is ably conducted by Madame Ronge, of 32 Tavistock Place. This school may be visited on Tuesdays, from 11 to 1 o'clock; and classes are formed for the instruction of governesses and nurses.

† See mention of one exhibited by Rev. J. G. C. Fussell, one of Her Majesty's Assistant Inspectors of Schools.

what maps drawn, what writing of dictation, what sentence parsed, &c. Such reports in a copy-book kept by the pupil-teachers would be at once useful to the masters and managers, as showing them by comparison the actual progress made in their schools, would prevent a repetition of trite and tame subjects, and would be a help to the Inspector in determining the condition of the school. I am induced to recommend this, as from the examinations in the gallery on geography, grammar, &c., the Inspector is often pained at the mindless style of question and answer which the scholars are too frequently condemned to listen to.

Lower classes not sufficiently advanced.

I am of opinion that in very few schools are the lower classes pushed sufficiently forward, and that too much of the school-life of a child is unnecessarily occupied with mere elementary instruction in alphabet and monosyllable; and I am often inclined to say to the framers of systems of elementary teaching—"Never mind what your system, only DO it."*

What ought to be taught in them.

Reading, writing, ciphering, and map-drawing may be, and ought to be, taught in the very lowest classes; and little girls may, in addition, be taught to sew and knit. There is a way of doing all this earnestly, and yet with pleasure, both to child and instructor, if the teacher be an artist, *i. e.*, if he has his soul in his work, and feels that it is a work for God. I believe that among the educators of my district there are many such.

Learning by heart.

There is a subject of instruction which seems to be going out of fashion, and which it would be desirable to revive, viz., "learning by heart." The committing even of texts to memory is now almost abandoned. Being a great schooling of the mind, it should not be thus set aside. Rhyming poetry especially, of which children are so fond,—and, for elder ones, passages from Shakespeare, Young, Pope, Dryden, — thus learnt, would give a tone and character to after-life which cannot otherwise be attained; and the old couple at the chimney side would more rejoice at their children's proficiency therein than they now wonder at their astonishing progress in "counting."

Religious state of schools.

I am happy to be able to report favorably as to the religious condition of our schools. We may be sure of this; that there is such truth in religion, and such excellence in the Bible, that these studies will ever form the joy of the youth as they do the comfort of the aged; and their blessing is only the more apparent the more of other knowledge is acquired.

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* "Never mind," says Constable, "the dogmas of the schools, but get at the heart as you can."—*Leslie's Hand-book for Young Painters*, p. 45.

Oral teaching.

I have in former reports adverted to oral teaching. There can be no doubt of its being a great means of education; but I think that it is only first-rate teachers who can make profitable daily use of it, and who, as now too frequently attempted, it had better be left alone, or used very sparingly. No lesson should be so given, unless it has been well got up beforehand; and the subjects should be chiefly Scripture, geography, or physical science. Sometimes the master would do well to read and explain passages out of a good writer, as Shakespeare or Milton,—analysing a play of the former or a book of the latter; or even he might attempt a simplification of Warren's Blackstone, or exemplify matters of health and social economy. Mistresses might vary their subjects by cookery, descriptions of dress and materials, of manners and customs of older times, and the habits of modern civilization.* There would be little harm if the children so taught should introduce such knowledge to houses where they commence domestic service, and where it is still too often a desideratum.

School books.

In regard to reading-books for schools of the working classes, there is still much to be done. The Irish books are perhaps the best, but need correction, and often treat of subjects which should rather form matter for separate lessons,—such as geography and grammar. The working class want home knowledge, and descriptions of the habits and pursuits of the animals with which they are acquainted, and which they see but do not observe. On the contrary, there are to be met with, in schools, books on alligators, elephants, and sword-fishes, with a strong dash of the marvellous, and such details of cows and horses and chickens as everybody knows, but nothing that calls out habit of thought or teaches to investigate recondite and subtle qualities or actions.

School libraries.

If your Lordships could be induced to sanction the application of grants in aid of school libraries, it would be the greatest additional boon you could offer to prospering and successful schools.

Registers.

In consequence of the new Minute relative to agricultural places, it will be necessary that school registers should be kept

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* There is a fund of educative power, if properly applied, in the "Illustrated News." We are often asked what is the use of teaching geography in common schools? The following extract from a letter in the "Times," of December 15, 1854, will give a certain sort of reply to the question:—"A week ago a poor woman from Cornwall, New York, with eight fine children, all under 11 years of age, arrived from Quebec quite destitute, on her way from Plymouth to join her husband, who was in Georgia. Poor woman, she had, in her ignorance, with eight children, been mis-sent somewhere about 1,000 miles (1,000 miles!)—out of her way! Such things often occur. Because she did not arrive at this port, she had no legal claim on the authorities here for her support."

with more accuracy than they now are in most villages; and I would suggest that the complete filling up of those already framed at the Council Office should be made a necessary test of the fitness of every school to receive grants from the public funds. Without some such check it will hardly be possible to test the accuracy of the statements made by the managers and masters, and which often at present are little more than the result of mere conjecture. There could not possibly be any hardship in enforcing such a rule, inasmuch as the expense and trouble would be small, while the advantages gained from Government help are large. It might even be advisable to send the registers from the Council Office to schools requiring aid, and to demand that they be returned every year, previous to the grant being paid.

Schools improved.

The object contemplated by the Government in all its exertions relative to schools has been the advancement of the education of the people. I have always felt that immense responsibility was laid upon the Inspector that he should advise not only good but the very best plans; that he should urge the managers to the utmost to obtain the highest results; and that the public funds ought not to be applied to schools where the managers showed backwardness in this respect. Your Lordships are aware that it has required some firmness to maintain this position. In most cases, however, the managers have come forward of their own accord and have been anxious to complete what was lacking on my part. Great progress has in consequence been made in all such schools.

Indifferent schools.

I am still, however, obliged to report on twenty-eight schools as inefficient, and as carrying out the process of education in a very imperfect manner,—some of them indeed as more harmful than useful.

Failures of trained masters.

I regret to add that the number of failures of trained masters and mistresses, with certificates, calls for especial remark. In the cases of no less than twelve so circumstanced, most indifferent reports of their schools are recorded. This number forms a very large portion of the trained teachers of the district. I have also to warn your Lordships, and the managers of schools, that a species of minor fraud has been discovered by me in two cases, in which masters represented themselves as having been duly trained, when, on investigation, it appeared that they had only been at some National school at York or Winchester, previous to the establishment of training schools, properly so called, in either place. It is necessary to guard against this species of imposition, as the inefficiency of such persons tells, not only against the character of the particular training schools, which they assume to

have come from, but, against training schools in general. A similar imposition is sometimes attempted by men professing to belong to the College of Preceptors, but who seem to have been never subjected to any sort of examination. Being unacquainted with the nature of that institution, I can only suppose that such men are impostors, as I conceive that some examination must take place on matriculation; otherwise to be a member would hardly imply an honour.

Certificate to masters of endowed schools.

The masters of endowed schools will appreciate your Lordships' kindness in rescinding the regulation which prevented them from attending at examinations and becoming candidates for certificates. It has raised them to a level with the teachers of other schools of elementary instruction, and has improved their social position; for, though the certificate thus obtained does not entitle them to pecuniary advantages, still it has a value since it has become a point of scholastic honor that a teacher should possess one; and I am convinced that many of the trustees of endowed schools will now be anxious to enrol their establishments on the inspection list.

Commendation of masters.

It is most satisfactory to me to be able to commend the zeal, intelligence, earnestness, and devotion of the great body of the teachers of this district. They work as Englishmen, conscious they have a noble work to do, and often under circumstances that are very discouraging. I have sometimes to regret that their exertions are neither sufficiently paid nor sufficiently appreciated, and have been led to reflect whether some personal distinction might not be devised, not so much as a stimulus, but, as a recognition of their services by the state. If medals and crosses are considered prizes worth all price by those engaged in the defence of the country, I see no reason why they should not be equally valued by those who help to make that country worth preserving. The patient labour of a man who toils to raise up a troop of young children for the great battle of life may be compared, ("magnis componere parva,") to that of the officer who labours to perfect the discipline of a regiment for the war.

Personal distinction.

Testimonials.

Everywhere there are complaints with regard to testimonials. If a teacher is decidedly inferior, he is sure to obtain a great number of them, and some of high authority, but chiefly from persons whose acquaintance with the duties of a schoolmaster are most limited. The only advice to be given with regard to testimonials is to ascertain that the writer actually means what you want him to mean. A teacher may be able fairly to conduct a small village school, but be totally unequal to a large town school; and one should be cautious of receiving a testimonial as to school qualifications from a person who was never

known to enter a school, or to trouble himself to examine one. In reading testimonials, one should rather dive to observe what is *not* stated than what is. A register of masters wanting situations, and of managers wanting teachers,—for which a small fee might be demanded from each party—would be of great practical use, and would save a good deal of time, as well to managers and masters as to the Inspector, if such a register could be kept at the Council Office.

Managers expect too much.

While I am pained to state that many teachers are incompetent to the performance of the duties which they undertake, it must be acknowledged that not unfrequently the managers of schools are unreasonable in their expectations, and that they often require in their teachers a perfection, an intelligence, and a power of work, warranted neither by their age or experience, nor by the salary accorded. To the labours of the school are superadded a night school, a Sunday school, a clothing fund, an organ, a choir, a collection of subscriptions, &c., for a salary of 30*l.* or 40*l.* a year; and the teacher must be a man of excellent character, of powerful voice, of civilized habits—have a good certificate of merit, an excellent temper, a love for children—be patient and tractable, and, above all, not given to change. This account may provoke a smile, but I think that the principals of training schools might be able to show that it is hardly exaggerated. I myself could produce one or two letters that would go far to prove its truth. It is seldom advisable to obtain a highly-trained master for a village school. He is mostly above his work, and soon neglects it. A good mistress is far preferable.

Pupil-teachers.

Most of the pupil-teachers in the district are going on satisfactorily. None have had their indentures cancelled for inability to do their work, and only two from other causes. The general examinations were held as follows:—

—	Boys.	Girls.	Master.	Mistress.	Assistant.	Total.
Norwich	21	19	3	3	1	47
Yarmouth	11	12	1	1	1	29
Fakenham	6	3	–	2	–	11
Lynn	25	11	1	–	–	37
Whittlesea	5	5	–	1	–	11
Ely	8	2	–	–	–	10
Cambridge	19	22	2	–	–	43
Saffron Walden	15	11	1	–	–	27
St. Ives	18	8	–	1	–	27
Chelmsford	11	11	–	2	–	24
Colchester	16	12	3	2	–	33
West Ham	14	16	–	2	–	32
Ipswich	30	31	1	3	1	66
Lowestoft	6	2	–	–	–	8
	208	165	12	17	3	406

These numbers include the candidates. The papers have been mostly satisfactorily worked, but greater accuracy must be cultivated, and more rapidity of execution. Euclid and girls' arithmetic is too often a failure; and extra subjects in general are moderately got up,—I mean such as are not taught in the school. With the general rating of the pupil-teachers of this district, as compared to others, we have every reason to be satisfied. The papers of candidates for apprenticeship are now generally so worked that they would pass the first year. This is a consequence that might be expected from the improvement that should follow the Minutes of 1846; and, indeed, I almost think that it would be advisable to increase the standard of examination for this class.

Dolls. Handsome dolls, dressed by the female pupil-teachers, are now presented to me in almost all the schools inspected. Managers are beginning to discover that in this requirement there is no triviality, but that to dress (cutting out and making the clothes of) a doll is a very sufficient proof of the industrial power of the pupil-teacher, and a means of forming a good taste and correcting a bad one in their own style of apparel. Some say that there is no use in this sort of work. If we were to confine ourselves to the mere useful, we might live in clay huts and clothe ourselves in sheepskins. Everything that amuses, delights, and calls out forethought and invention, is useful in education; and were this work only regarded as a pastime (I have shown it is something more), it would possess no mean value.*

Teachers to attend general pupil-teachers examinations. Pupil-teachers and candidates should be trained up by their teachers in paper work for the examinations. Want of this special sort of training often loses much time; and both masters and mistresses of all schools should attend the general pupil-teachers' examination of the neighbourhood, that they may learn both what is to be done and how to do it in shortest method.

Certificates to pupil-teachers. If certificates could be issued to pupil-teachers at the end of their apprenticeship, giving an account of their progress each year, and signed by the inspectors and managers, it might afford a stimulus to increased exertion on the part of the apprentices. The certificates would show the points in which their knowledge was chiefly defective or the contrary.

Art of teaching. The papers on school management set by me to the pupil-teachers have seldom been satisfactorily replied to. It is a

* "Painting and sculpture," says Richardson, "are not necessary to our being; —brutes and savage men subsist without them;—but to our happiness, as rational creatures, they are absolutely so."

subject which demands much attention. The knowledge of how to rule masses, and how to influence individual character, is the chief source from whence he draws his power. A pupil-teacher can only be directed to this knowledge by others' experience, which should be diligently acquired by getting up the different systems that have had, or are having, a sway and influence in the world at large.

I regret that to a question put to the pupil-teachers and candidates—Why are you a member of the Church of England?—the answer has very seldom been satisfactory; and I would direct the attention of the clergy to this point. The absolute heresies often included in the replies create as much grief as astonishment, and this even in well-taught schools.

Female pupil-teachers' subjects.

Domestic management and cookery* should form part of the education and examination of the female pupil-teachers. Many of them wanting this instruction are likely to prove very inefficient managers of houses when their time comes. Instruction in some way of giving gallery lessons in such matters should form, I think, a chief feature in the training of mistresses in training schools.†

Cookery to be taught.

It may be in some cases through a false pride that mistresses do not cultivate this branch of study. They imagine it would lower them to be thus useful. They are, however, as I believe, mistaken. The parents of the children will hold *that* mistress in the highest esteem who, in addition to her other qualifications, is in advance of themselves in what alone they profess to understand. The means of lecturing on these subjects is now available wherever schools are furnished with gas; as gas-stoves, placed on the mistress' table, may be used, and the lecture on cookery becomes a lecture on chemistry. I know that this is practicable; having done it myself at the Norwich Training School, and, with the assistance of the governesses, cooked three mutton chops and made an omelette. If to cookery were added instruction in carving, it might be desirable. I have lately seen a student in a training-school cut up a shoulder of mutton into oblong bits, three inches by two, and one deep, and I have seen a person of a higher grade

Carving.

* Knowledge of cookery is not without its use, even in other ranks than those sent out from common schools. A letter from an Etonian, an officer in a Light Dragoon regiment out at Varna, says, "tell him that his Finchley Manual caused me to be promoted to the office of troop cook, till our duties became so heavy, that I was obliged to resign in favour of a woman, and that I am still looked up to as an authority in all culinary matters,—thanks to him."

† I hear that the people of the coast feed chiefly on half-raw herrings, and on hard dumplings, and that they are totally ignorant of any means of turning simple articles to nutritious and palatable provision.

commence operations with a fillet of veal by cutting it vertically through the middle.*

'ducat'onal xhibition.

Your Lordships will allow me refer to an event of the year in which I was privileged to take a part; the educational exhibition at St. Martin's Hall, brought about by the Society of Arts. Fourteen of the days set down in my diaries as vacation were spent in rendering aid to the Society in the arrangement of this exhibition; and the Committee were pleased to express, in a letter of thanks, a sense of the services which I had rendered them; and the Lord President, in a very handsome communication, allowed me to consider those days as devoted to the public service. The circumstances under which the exhibition opened were unfortunate; and the arrangement were not so complete as might have been hoped for. The sudden illness (brought on by over-exertion) of Mr. Dodd, who had ably performed the laborious duties of secretary to the exhibition, occurring about three weeks before the advertized opening, totally incapacitated him from affording any further assistance in its formation, and placed the Society of Arts in a position of some difficulty. The Committee of Management, of whom I was one, were thus compelled to take a more active part than had been originally intended; and from this circumstance, and the manner in which the articles for exhibition arrived at the building, it was found impossible to carry out the scheme as previously set forth by the Society. This explanation may in some degree answer the complaints that were made respecting a certain want of method and arrangement in the exhibition. In a permanent museum this defect would be easily remedied. On looking back at the number of articles exhibited, the means at the disposal of the Society, and the time that could be given (only ten days) for the arrangement, the only wonder is that so much was accomplished. Much of the labour was given gratuitously; and the principal and students of the National Society's Training School, Battersea, and of the Military College, Chelsea, with several schoolmasters whom I could name, afforded such help as alone enabled the Society to complete their engagements, and open the exhibition to the public on the very day that they had originally advertised. Great credit is due to the Secretary of the Society of Arts, and to Mr. Chester, for the manner in which the nu-

* Juvenal mentions the existence of "carving schools at Rome, whose operations were performed upon wooden models, not without some noise:"—"Tota sonat ulmea cœna Suburra."—"And the elm-banquet through Suburra sounds." —Sat. XI., 140.

merous difficulties attending such an exhibition were overcome, and which insured a certain success. The loss to the Society has been only 320*l.*; and the result has been an awakened attention to the subject of education, and the foundation of an educational museum under the patronage of the Government.

Progress this coun as compa with oth in educa- tional ma rials.

Having had an opportunity of making many visits to the exhibition, and examining the articles sent by the different nations, I came to the conclusion that in this country the education of the common people was not so deficient as had been supposed, when compared with that of foreign states; and that there are few material helps of education used abroad which are not to be found in our own schools. There was, in fact, no great novelty offered to notice.

School buildings

I was struck by the plans and elevations of the school buildings of Sweden and Norway; not by their architecture so much as their complete adaptation to the purposes for which they are intended. The rooms are lofty and well ventilated, and, above all, the windows are large, admitting plenty of light. The very reverse of this seems to have been the rule in constructing our own normal schools.

Gymnast

The gymnastic apparatus of Norway also seems to be especially good, and such as might be adopted with advantage in our schools.

Models.

The models of machines in wood and card, from Darmstadt and Paris, were beautifully executed, and admirably adapted for higher class schools. Their expense will prevent their introduction into schools for the working classes in this country. A collection of stuffed birds and animals from Sweden seemed more suitable for a school of design, or a college,—such as King's or University, London,—than for the class of schools inspected by the Committee of Council, but nevertheless afforded an idea of what might be done in our own schools in the way of making collections of grasses, animals, minerals, &c. A set of dried leaves from Norway is doubly useful as a means of botanical knowledge, and as furnishing most beautiful drawing copies.

Maps and globes.

The electrical and mechanical apparatus is better, and quite as cheap, in this country. Some of the German maps and raised maps were very excellent. These latter were of all sorts of material, wax, plaster of Paris, wood, papier maché, and gutta percha; and I subsequently saw some, at the exhibition at Munich which I visited this year, executed by the galvanoplastic process, which bid fair to beat all others out of the market, both for durability and beauty of execution. Among the English contributions, I am happy to say that raised maps were exhibited by one of the National schoolmasters of

this district, which gained much approbation, being charts of England and of Europe. There was no other English map on the same plan; and, as Mr. Brion of Halstead, the designer, has been encouraged to perfect his design, I wish him all the success which his patience and energy seem to me to deserve. There was also a most beautiful map of the world floating in space, which had a novel effect. It was called an "Orthographic Projection."* Most of the other maps exhibited by societies and publishers have already acquired a world-wide fame, and therefore may be omitted in so scanty a notice as this must be.

ne Arts. There was nothing in books, or the fine arts, that particularly demanded attention. The Government establishment at Marlborough House had no reason to feel ashamed when placed beside the exhibition of its rival and neighbour, the elder institution of Paris.

sts. Mr. Brucciani, of Russell Street, Drury Lane, exhibited several beautiful casts; these are so reasonable in price, that they may be introduced into schools, even of the working classes, and must have a civilizing tendency.

lucation rieties. The several educational societies took advantage of the exhibition to display the material helps which they individually afford to schools taught upon their systems. There was considerable general uniformity in their apparatus. Maps, globes, books, drawing articles, writing material, models of machinery, models of schools, sometimes exhibited for mere usefulness and cheapness of price, sometimes in a sort of luxury of getting up and finish, together with object boxes, forming little museums of educational study, tended to show at least that the instruction of the poorer classes has taken a more elevated character than it held twenty years back, when it was thought almost a crime to teach geography in schools, and to attempt grammar was deemed an absurdity.

sults. Not the least useful part of the exhibition was that devoted to "results." I believe that, could an exhibition similar to this be got up each year, it would afford a stimulus to progress, that would amply repay the expense. So numerous were the articles sent in that it was impossible fully to display them, still less to point out those of most merit; and it is agreeable thus to dispose of a task which might have proved invidious.

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* I would mention, also, an astronomical globe by Dr. Silgestrom, as likely to give a good idea of the relation of the earth to the planetary bodies and fixed stars; the earth being in the centre, and the fixed stars being set on an outer globe of blue lace, so that the earth and the planets could be seen within. The idea was perhaps better, though more expensively developed, in an instrument exhibited at Munich; the etherial there being represented by a large glass globe, with stars engraved upon it.

I may, however, be permitted to say that the productions of the Eastern district of England in no respect came behind that of other parts, and that I was personally much gratified, not only with the articles contributed, but, with the hearty zeal in which the managers, masters, mistresses, pupil-teachers, and scholars took up the matter, and the labour and pains which they bestowed to maintain a worthy position. I feel, however, that I ought to speak in terms of the highest commendation of the models of the boys' and girls' schools at Norwich, executed by the teachers Mr. Bellamy and Miss Mott, and their pupils; and which were so creditable as to command the greatest attention, and gain for the modellers the highest approbation. An elaborate and expensive model of school-buildings executed for Earl Granville by the well-known modeller, Mr. Dighton, from plans prepared by Mr. Hawkins of the Council Office, met with deserved attention. Models.

The apparatus of Mr. Atkins and Mr. Leverett, and of the school at York, promises to produce a revolution in school-fittings,—being at once appropriate and elegant, and not very expensive; the former work in American birch, and the latter in mahogany, polished. It is difficult to understand how they are produced for the price. Apparat

For infant schools, an excellent sort of three-shelved cribbs, for those inclined to sleep, was exhibited by the Rev. J. G. C. Fussell, the Assistant Inspector, and should form part of the fittings of all infant schools. Infant c

There was also a work-table displayed by the National Society that seemed to be very well fitted for its purpose.

I had the pleasure of issuing a notice to all the teachers of the district that I would devote a week to explain to them the various articles in the exhibition, and to accompany them through the principle objects of interest in London. Nearly 120 were enabled to join our party; the managers of schools in many cases liberally assisting their teachers and pupil-teachers in their expenses. Taken as an experiment to show the character and conduct of our teachers, the success was most entire. They on all hands seemed to appreciate the week's work, as a means of pleasant and useful instruction.* Week w teachers

I have to repeat my own obligations to the Lord President for the liberality manifested to myself in all matters connected with the exhibition, and to testify that, whatever my personal labour may have been, it was amply rewarded by the approba-

* I have the more pleasure in remembering this week with gratification as the teachers of the district at its close were good enough to present me with a gold pencil case, which obtains additional value from the manner of its presentation, and the numerous friends from whom it came.

tion and kindness of the distinguished personages who visited St. Martin's Hall.

hool rate. In former reports I have alluded to the burden that the maintenance of schools imposes on the clergy, and to the possible necessity of providing some means other than mere voluntary contributions for their future support. I receive many letters from the clergy on the subject, to which I now

chdeacon merod's arge. refer chiefly because the Venerable Archdeacon Ormerod, than whom no one is a more zealous educationist, or has a better acquaintance with the facts relating to schools in Norfolk and Suffolk, has been so good as to lend to me his unpublished charge, delivered to the clergy of his archdeaconry, and received by them with approbation. He says,—

"To dwell on the difficulties of maintaining a school would be mere waste of time—here it would be doubly so, the auditory being mainly composed of the witnesses to the fact. But long and careful consideration of the case would seem to lead to the conclusion that the urgent necessity of making such provision can only be met by rate or assessment. From voluntary efforts no great additional resources can be expected. So far as the clerical support of parochial schools is concerned, in the great majority of cases, the means of particular pastors may be considered as permanently taxed to the utmost, by conscientious and benevolent obligations in support of particular schools. May all good results attend on what has been already done—their promoters desire no better reward. But it can hardly be expected that, in so vital a question as is that of education, the welfare of so many should be left in dependence on the means, inclination, or ability of individuals or localities. The most effective, perhaps the only, means of meeting the difficulty would appear to be in a rate or assessment."

The archdeacon then goes on to point out how difficulties which might be raised could be met or overcome—or even never actually arise, and, with unusual power, he answers all objections. I bring this matter forward chiefly to show the progress which this opinion is making in the district. You are aware that it has been my own opinion, from the first year of my inspection, that some measure for relieving the clergy from the burden of national education would sooner or later be called for; and many are of opinion that, when such measure is passed, it should be accompanied by a clause to make education compulsory.

I have the honor to be, &c.

M. MITCHELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports on Schools inspected by Rev. M. Mitchell and Rev. W. Campbell.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
171	81	61	37	79	179,406	19,235	20,716	102	279

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as Fractions and Decimals.	Arithmetic as far as Proportion and Practice.	Arithmetic as far as Compound Rules and Reduction.	Arithmetic as far as Multiplication.	Arithmetic as far as Simple Addition.
14·34	·17	·05	—	2·04	2·95	11·6	10·81	24·53	3·11	5·72	10·21	19·89	27·56

To write			To read			To read		
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy, as adapted to Age.	Catechism.	Holy Scriptures.
30·2	45·09	24·16	22·33	33·27	39·53	16·	45·	36·

Per-centage of Children *on School Registers.*

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
22·77	13·91	15·32	14·51	12·63	9·01	6·75	3·66	1·44	5·6	6·56	11·63	14·84	27·78

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 159 of the Schools enumerated in Summary (A.)

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,640 3 2	6,106 8 11½	4,433 9 11	3,640 3 1	16,820 5 1½

Aggregate Annual Expenditure, as stated by Managers, of 159 of the Schools enumerated in Summary (A.)

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
11,772 16 1½	1,223 5 10½	3,646 5 10½	16,642 7 10½

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. J. J. BLANDFORD, B.A., *on the Schools inspected by him in the Counties of Lincoln, Nottingham, Derby, Leicester, Rutland, and Northampton.*

MY LORDS,

IN presenting my report for the year commencing 1 September 1853 and ending 31 August 1854, I must first express my thanks to your Lordships for the important aid that I have received, in the discharge of my duties, through the Rev. E. P. Arnold, who was appointed Assistant Inspector for this district in April 1854. By means of his assistance, all the schools in Leicestershire and Derbyshire which have received grants have been visited, although a considerable number of the latter do not appear in my tabulated reports for this year, Next year I trust we shall be able conjointly to give an account of every school in my district which has invited, or is liable to, inspection, and so to present a fuller account of the progress of education in the East Midland district than I have had it in my power to give hitherto.

Appointment of Assistant Inspector.

In 1847, when I first entered upon the discharge of my duties, there were 217 schools under inspection in my district; there are now 386. The following table shows the increase in each county:—

Increased number of schools under inspection.

County.	No. of Schools under inspection in 1847.	No. of Schools under inspection in 1854.
Derby	86	122
Lincoln	43	96
Leicestershire	38	63
Northampton	24	50
Nottingham	24	44
Rutland	2	11
Total	217	386

Consequently, there is now an increase of 169 schools, compared with the number under inspection in 1847. This additional number consists partly of newly-built schools, and of those which, having received assistance from the public funds towards the salaries of teachers, or the purchase of books and maps, have thus become liable to inspection. I have reason for believing that the managers of more schools will invite inspection, now that provision has been made for their being examined with regularity, there having been naturally a dislike to the inspection when it took place at long and uncertain intervals.

Capitation grants.

A new feature in the pecuniary assistance given from the public funds towards the support of schools, and which in the agricultural districts at least will become of more importance every year, is the operation of the Minute of 2 April 1853, by which additional pecuniary aid is conditionally offered to schools situated in these localities. The Minute in question is

thus worded (*vide* p. 11, Minutes of Committee of Council on Education, 1853-4, Vol. I.):—

"MINUTE *as to grants for the support of schools in the agricultural districts and in unincorporated towns* (not containing more than 5,000 inhabitants) *in England and Wales.*

"*Resolved*—That any school now admissible, or which shall hereafter be admitted, to grants under the minutes of August and December 1846, may receive a grant towards the expenses of the preceding year, at the rate per scholar set forth in this following table:—

No. of Scholars.	Boys' Schools.	Girls' Schools.
Under 50 - - - -	6*s.*	5*s.*
Above 50 but under 100 - -	5*s.*	4*s.*
„ 100 - - - -	4*s.*	3*s.*

"Provided that the rate shall not diminish on account of any increase in the number of scholars, until the increase is such as to make the reduced rate for the higher number balance the unreduced rate for the smaller number, *e. g.*, 100 scholars at 5*s.* per scholar is equal to 25*l.*, but 101 scholars at 4*s.* is equal to 20*l.* 4*s.*; the sum of 25*l.* therefore is to be continued until the number of scholars reaches 126, which, at 4*s.* per scholar, is equal to 25*l.* 4*s.*, and so on to other quantities.

"Provided that no such grant shall be claimable in respect of any year preceding the date at which the visit of one of Her Majesty's Inspectors of Schools shall, according to the regulations now in force, be due to the school in question."

There then follow the conditions on which such assistance is offered. The number of schools that from January 1854 to 31 August 1854, have availed themselves of this Minute appears in the following table:—

List of Schools in Counties of Lincoln, Nottingham, Derby, and Leicester, which have received Capitation Grants; with Amount of Grant; Number of Children on whom such Grant has been claimed; and average attendance; from 1 January 1854 to 31 August 1854.

School.	Grant. £ s. d.	No. of children who have attended 176 days and upwards.	Average attendance.
Lincolnshire:			
Welton-le-Wold -	9 4 0	32	72
Brocklesby Park -	5 15 0	20	74
Skirbeck - -	12 9 0	46	126
Messingham - -	5 13 0	19	61
Scotter and Scotton	2 16 0	10	52
Saxilby - -	2 19 0	10	74
Harmston - -	9 13 0	34	87
Pinchbeck, West -	2 8 0	8	84
Winteringham -	13 6 0	48	78
Weston, St. Mary's -	4 17 0	17	44
Pinchbeck, East -	6 3 0	22	85
Spittlegate - -	4 5 0	17	75
Welton - -	3 6 0	11	39
	83 14 0	294	951
Nottinghamshire:			
Carrington - -	3 18 0	13	66
Hyson Green -	4 9 0	15	47
Southwell - -	10 4 0	34	112
Barnby - -	4 12 0	16	32
Ollerton - -	19 2 0	83	253
	42 5 0	161	510
Derbyshire:			
Crich - -	2 1 0	7	—
Wirksworth -	9 19 0	36	140
Tansley - -	5 4 0	18	75
Derby, St. Paul's -	12 5 0	43	74
Derbyshire, *cont.*:			
Shardlow - -	13 19 0	50	91
Smalley - -	1 8 0	5	85
Ilkeston - -	11 19 0	45	100
	56 15 0	204	625
Leicestershire:			
Quorndon - -	4 4 0	14	94
Wigstone Magna -	4 2 0	14	85
Kibworth Harcourt	9 0 0	32	73
Barkestone - -	2 3 0	8	84
Sheepshed - -	12 6 0	41	190
Queniborough -	1 9 0	5	51
Waltham - -	3 4 0	11	49
Wymeswold -	0 17 0	3	30
Market Harborough	5 10 0	22	47
Burbage - -	8 14 0	29	62
Sheepy - -	5 5 0	19	45
Broughton Astley -	1 10 0	5	43
Sharnford - -	1 16 0	7	35
North Kilworth -	4 9 0	16	33
Gilmorton - -	7 0 0	25	36
Normanton-le-Heath	0 10 0	2	18
Belgrave - -	11 12 0	41	134
	83 11 0	294	1112
Totals (42 schools)	226 5 0	953	3198

The first point worthy of notice in the foregoing details is the small number of schools which have taken advantage of the assistance thus offered. The following reasons may be assigned for this :—In the beginning of the present year, when the Minute came into operation, many managers of schools were not aware of its existence ; others, who did know of it, imagined that, unless a school was conducted by a certificated or registered teacher, it was not eligible for the grant,—being unaware that this condition (provided that the school were reported to be in a tolerably satisfactory state, and the teacher not wholly incompetent) did not necessarily apply to the reception of the first payment, although it might to the second. Another obstacle to the receiving of this assistance was the imperfect state of the registers. In some schools, otherwise in an efficient state, no regular account of the daily individual attendance had been kept during the preceding year, and consequently the number of children who had attended the specified number of days (196—16) could not be accurately ascertained. I may here remark that the system on which the registers of a considerable number of schools in my district have been kept is very imperfect; neither teachers nor managers being aware how important an element accurate registering forms in school-keeping. In the course of another tour of inspection, I have no doubt that many more schools will avail themselves of this form of assistance.

Reasons why a larger number of schools have not availed themselves of Capitation Grants.

But your Lordships will notice, not only the small number of schools thus benefited, but also, the small number of children whom the managers are able to return as having attended the required number of days. In every annual report which Her Majesty's Inspectors are called upon to make, there is one point to which your Lordships' attention is invariably directed, as in no slight degree unfavourably affecting the measures now being taken for the promotion of education amongst the labouring classes—and that is—the early age at which the child of the working man is removed from the elementary school ; but this evil is enormously exaggerated when the frequent absences from school, for one excuse or another, during this short period, is taken into account.

Small number of scholars returned by managers as having attended school for required number of days.

The Minute to which I have alluded will, it is to be hoped, act upon the schools that it is intended to benefit not simply in a mere financial view. It will induce the managers to be more careful in selecting competent teachers, and to inquire more closely and regularly into the repeated absences of the children from school, when it is found that the funds will materially benefit by regular attendance ; and it will necessarily compel a better and more accurate system of registering. I do not think it practicable to introduce anything like the

Effect of conditions under which the Capitation Grant is offered.

compulsory half-time system into the agricultural districts; but it is not improbable that, if prizes in money were awarded after competition to those of the most deserving scholars who had attended school regularly during a certain number of days in the preceding year, the parents might be induced to send their children with greater regularity, and allow them to remain for a longer period under instruction. This plan has been adopted, with a fair amount of success, in the district of my colleague, the Rev. J. P. Norris; and there seems to be no reason why a similar plan might not be introduced into the agricultural districts, with a prospect of obtaining equally beneficial results. It would be necessary for the managers of schools in any given locality to form a common fund to defray the necessary expenses.

Certificated teachers.

The schools in which the certificated teachers are employed are certainly among the most efficient in my district, and I am in justice bound to say that the managers express general satisfaction with their character, conduct, and attention to duty; but I also hear remarks made on the want of common sense, the display of vanity, and overweening estimate of self exhibited by many of the young teachers, of both sexes, who have been students in training schools, and I have no doubt that the exaggerated importance attached to the possession of the parchment certificate has had a tendency to encourage these feelings. Needless offence to the parents of the children is not unfrequently given by teachers on their first taking charge of schools, by not adopting a mild and conciliatory manner to the former, who are keenly alive to the expression of any little kindness and courtesy on the part of the teachers. It is of great importance for masters and mistresses, when they take charge of their schools, to secure the good will, and to obtain as far as may be the co-operation, of the parents; and this may be done by the exercise of a little common sense, without any compromise or sacrifice of authority on the part of the teachers. They would do well to remember, upon being appointed to a school, that they are in all probability perfect strangers to all with whom they are brought in contact, and who will not be disposed to give them credit for superiority in teaching, or in anything else, without seeing proofs of it. They should bear in mind, especially in localities where a school has been opened for the first time, or when one long established has been neglected, that they will have many prejudices to encounter which are not to be removed in a day; that measures right and proper enough in themselves cannot be introduced all at once; and that the circumstances under which they have hitherto been accustomed to teach, and the rules and regulations by which

the model or practising school in the training institution which they have just left is conducted, may not be applicable for the present to the elementary school where they are now employed. Above all, they should studiously avoid giving offence by their conduct and demeanor to anybody with whom they may be connected as teachers. The observance of a few particulars, like these, when united with diligence in the discharge of duty, is the true way to gain influence, to assert the real dignity of their position, and to make their school popular and efficient. Nor is such conduct on the part of the teacher in any way inconsistent with that due liberty of action, and feeling of dependence upon self, which all judicious managers of schools would be ready not only to concede, but also, to encourage. No one will, I trust, mistake the tenor of these observations, or suppose that I am undervaluing the services of teachers who, as a body, are doing their work well. Still less will they suppose, I trust, that any reflections are intended to be made upon the training schools, whose exertions in the cause of education are so well known; but, by the injudicious conduct of some of the students trained therein, when they take charge of their schools, an incorrect estimate is too often formed of the value of these institutions, and of the principles upon which they are conducted; and it is as well to direct the attention of those to whom the management of them is entrusted to this subject.

Several associations of schoolmasters have been formed in my district, and I believe that they will be productive of good, so long as the work of the teacher, and not the teacher, (a line somewhat difficult to draw,) is put first.* The formation of these associations is satisfactory so far as being an indication of life, and of an anxiety on the part of the promoters for mutual improvement. Their success and usefulness will be in proportion to the prominence given to the discussion of subjects strictly connected with the profession of the teacher, and those "common things" which should be taught in elementary schools. Asso iation of teachers.

The number of pupil-teachers apprenticed is 194, 23 male and 10 female apprentices completed their apprenticeship in the course of the year, and were therefore eligible to compete for Queen's scholarships at the Christmas examinations held in the several training schools. I have again to report favourably of the behaviour and attainments of the apprentices. I can call to mind very few instances where qualified or unfa Pupil-teachers; their conduct;

* *Vide* an Address entitled "Faith in the Work of the Teacher," delivered to the Metropolitan Association of Church Schoolmasters, by Professor Moseley, one of Her Majesty's Inspectors of Schools.

vourable certificates of their conduct have been given by the clergymen and managers of their schools; and, in the few cases where such certificates have been given, the apprentices, with one or two exceptions, have manifested by their subsequent behaviour a proper sense of their error, and a desire to correct what was wrong and to give satisfaction for the future. It is also satisfactory to see the attachment and good feeling that exists between them and their teachers. It is commonly a source of deep regret to both parties when the connexion is severed by the termination of the apprenticeship. I have not found that the health of the apprentices suffers from their employment. When they have failed, and have been obliged to resign through ill health, such failure may in most cases be traced to a predisposition to disease, combined with a want of care as to getting fresh air and taking proper exercise.

their health.

Improper time at which extra instruction has been sometimes given.

And here I wish to animadvert strongly upon a reprehensible practice, which has been adopted by some teachers, of giving their apprentices the required extra instruction, or at least a considerable portion of it, between the morning and afternoon school, that is, between the hours of twelve and half-past one or two o'clock. There is no point in which the managers of a school would be more completely justified in interfering than in this—by forbidding, under ordinary circumstances, any portion of the time that I have mentioned to be thus occupied. When it is made a regular practice, it must be injurious to both the teacher and pupils. The instruction is probably given in the school-room, in a dusty and vitiated atmosphere, to purify which every window available for the purpose ought to be thrown open as soon as the children have left. The lesson is given by the teacher to the apprentices when the mind and body of both, wearied with continued exertion, especially require rest and relaxation, to enable them properly to discharge their school duties in the afternoon. The best time for giving the extra instruction is undoubtedly before school in the morning, either before or after breakfast, —whichever time is most convenient; and this might be done during the greater part of the year. I think that I am correct in saying that in our public schools, as well as in those of a private character, it is customary to secure one hour for instruction before breakfast, generally from seven to eight o'clock; and there seems to be no valid reason why this time should not be occupied by the teachers of elementary schools in giving at least a portion of the instruction to their apprentices during a considerable part of the year. Habits of early rising would thus be formed, and the practice could not but be conducive to the health of both parties.

Assistant teachers.

There are only two assistant masters engaged in this dis-

trict. I expected that there would have been a larger number, but, as soon as the apprenticeship of the pupil-teachers is completed, those who intend to continue in the profession generally try at once for a Queen's scholarship. The certainty of obtaining that distinction on the condition of remaining three years as assistant teacher in some school under inspection does not prove a sufficient inducement to remain for so long a period. If two years were required instead of three, it is probable that the number of assistant teachers would increase. One great use of teachers of this class, and a mode of assistance contemplated by your Lordships, would be their employment in assisting to conduct night schools, of which there are many connected with the day schools that I inspect; but these schools, being superintended chiefly by voluntary teachers of little experience, are not regularly organized, nor are they capable of producing such beneficial results as might be effected with a trained teacher. When the early age at which the children are taken away from school is considered, the chief means of carrying on the education thus interrupted appears to be the giving to them an opportunity of attending efficient night schools.

Industrial schools.

Hitherto no schools of an industrial character have been established amongst those that I visit; but a clergyman in Lincolnshire, the Rev. E. S. Bosanquet, Incumbent of Old Bolingbroke, contemplates the establishment of one on rather an enlarged scale, and has corresponded with your Lordships on the subject. I visited the locality with my colleague, Mr. Jelinger Symons, who has reported on the case, and whose advice and assistance I take this opportunity of acknowledging.

I have the honor to be, &c.

J. J. BLANDFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

List of Pupil-Teachers, in Rev. J. J. Blandford's District, who have obtained Queen's Scholarships in December 1854.

MALES (*in order of merit*).

Name of Pupil-Teacher.	Name of School.	Class of Scholarship.
Charles Howitt*	Lenton	1st.
William Priestland	Measham	1st.
John R. Ager	Northampton, St. Sepulchre's	1st.
Thomas Littlewood	Hathersage	1st.
T. T. Sharpe	Measham	1st.
Samuel Cowdell	Leicester, Ch. Ch.	1st.
William Briggs	Kibworth Harcourt	1st.
George Sharley	Measham	1st.
William Onn	Nottingham, Trinity	1st.
George Fancourt	Melton Mowbray	1st.
George D. Ducker	Derby, Trinity	1st.
Francis Garraway	Spalding	1st.
Charles Alcock	Brailsford	2nd.
William Day	Ollerton	2nd.
William Maskerry	Osmaston	2nd.
John Henry Crooks	Derby, Ch. Ch.	2nd.
Charles Pogson	Worksop	2nd.
William Morley	Sheepshed	2nd.
Thomas Timms	Nottingham, St. John's	2nd.
Robert Husbands	Sheepshed	2nd.

FEMALES (*in order of merit*).

Lucy Bowmer	Derby, Curzon Street	1st.
Emma Smith	Derby, Trinity	1st.
Hannah Poole	Little Eaton	1st.
Alice Hall	Derby, Trinity	1st.
Catharine Masters	Northampton, St. Sepulchre's	1st.
Mary Barrow	Chapel-en-le-Frith	2nd.
Catharine Brookhouse	Derby, Trinity	2nd.

* Assistant Teacher.

APPENDIX B.

Summaries of Tabulated Reports on Schools inspected by Rev. J. J. Blandford and Rev. E. P. Arnold.

SUMMARY *a*.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.									
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
170	65	64	34	88	168,867	17,646	18,186	90	194

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

Per-centage of Children *present at examination*, learning *

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
18·87	0·18	0·21	0·03	0·93	4·35	10·52	28·0	54·97	2·14	4·28	10·87	22·03	27·4

To write: From Dictation.	To write: On Paper.	To write: On Slates.	To read: Books of General Information.	To read: Easy Narratives.	To read: Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
48·9	54·69	30·11	15·83	51·22	29·18	8·79	77·56	60·74

Per-centage of Children *on School Registers*.

Aged: Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Who have been in School: Over four years.	Four years.	Three years.	Two years.	One year.
28·96	15·22	14·91	13·38	10·3	7·66	4·88	3·29	1·4	3·22	3·87	7·8	12·08	19·67

SUMMARY *b*.

Aggregate Annual Income, as stated by Managers, of 151 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
715 9 8	5,828 7 3½	5,259 19 11	3,121 14 8½	14,025 11 7

Aggregate Annual Expenditure, as stated by Managers, of 151 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
11,197 5 11½	990 9 7½	2,525 2 3½	14,712 17 10½

* These per-centages are confined to boys' and girls' schools, and do not include infants.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. W. H. BROOKFIELD, M.A., *on the Schools inspected in the Counties of Kent, Surrey, and Sussex, and in the Channel Islands.*

MY LORDS, January 1855.

Tabular statement of character of schools inspected.

THE following Table, relating to 173 schools, under separate teachers, inspected by myself during the year ending 31 August 1854 (besides about 298 visited by my colleague, the Rev. R. L. Koe, within the same period), will present, I hope, a comprehensive and intelligible view, not only of the actual educational condition of my district (so far as it may be represented by these schools casually selected), but also, of the *comparative* estimate which I have been able to form of schools variously circumstanced; as, for instance, schools under male and female, certificated and uncertificated, teachers; schools regularly inspected, as being in the receipt of annual grants and co-operating with the Minutes of Council; and such as from a variety of causes are hitherto precluded from that advantage, and therefore inspected only occasionally, and as time and opportunity may serve. The standard which I have adopted, it is true, may be considered arbitrary. It may be a trifle higher or a trifle lower than another Inspector might have used for a similar purpose; but, judging from the number of certificate augmentations in my district, the number of paid pupil-teachers, and of successful candidates for Queen's scholarships, I have no reason to think that the standard of instruction prevalent in the counties of Surrey, Kent, and Sussex falls at all below that which on the same tests will be found to exist throughout the kingdom. The Table comprises a few inspections—not more than twelve—which took place in Hampshire just before Christmas 1853, when it was separated from my district. They are too few to affect the general estimate of the south-eastern counties in any appreciable degree; and the comparative estimates they do not affect at all.

TABULATED STATEMENT relating to 173 Schools (under separate Teachers) inspected by Her Majesty's Inspector of Schools, Rev. W. H. Brookfield, in Year ended 31 August 1854.

SCHOOLS.	Excellent; rated at 50 marks each.	Good; rated at 40 marks each.	Fair; rated at 30 marks each.	Moderate; rated at 20 marks each.	Imperfect; rated at 10 marks each.	Very Bad; rated at Zero.	Total number of Schools inspected.	Total value of marks at which appreciated.	Average value at which appreciated, taking 30 as a medium or par.
BOYS' AND MIXED SCHOOLS UNDER MALE TEACHERS.									
Schools visited for simple inspection, and not in receipt of any annual grant	-	1	2	3	2	4	12	180	15·0
Schools receiving annual grants for pupil-teachers, but held by uncertificated teachers	-	9	8	-	-	-	17	600	35·0
Schools receiving annual grants for pupil-teachers, and held by certificated teachers	11	24	9	2	-	-	46	1,820	39·5
Total of above-mentioned schools under male teachers	11	34	19	5	2	4	75	2,600	34·6
SCHOOLS UNDER FEMALE TEACHERS.									
Girls' and mixed schools, visited for simple inspection, and not in receipt of annual grants	-	-	3	10	2	3	18	310	17·2
Infants' schools, visited for simple inspection, and not in receipt of annual grants	-	1	10	6	-	-	17	460	27·0
Girls', mixed, and infants' schools, receiving annual grants, but held by uncertificated teachers	1	3	17	3	-	-	24	740	30·8
Girls', mixed, and infants' schools, receiving annual grants, and held by certificated teachers	2	16	16	4	1	-	30	1,310	33·5
Total of above-mentioned schools under female teachers	3	20	46	23	3	3	98	2,820	28·7
Total of male and female schools visited for simple and casual inspection	-	2	15	19	4	7	47	950	20·2
Total of male and female schools receiving annual grants and regular inspection	14	52	50	9	1	-	126	4,470	35·4

General character of these schools described.

Schools marked "fair."

For the purpose of indicating the character of the schools to which the preceding Table relates, I have availed myself of terms found convenient in examination papers, as representing six gradations of merit. By the middle term "Fair," I understand a school of average creditable kind, but with nothing to boast of. In such a school,—say of seventy-five children,—a first class of fifteen in number (average age twelve) would read a page of natural history,—about an elephant, the cotton tree, or a crocodile,—with tolerable fluency and intelligence, and with scarcely a mistake; they would answer collateral questions upon it, not well, but not preposterously ill; they would have a general knowledge of the distribution and conventional divisions of land and water over the surface of the globe; most of them would name the counties on an unlettered map of England, and the kingdoms on one of Europe; they would work a sum in compound addition—two thirds of them without mistake; they would write out a short account of any object mentioned to them which they had seen or read about,—an animal, a tree, a flower,—intelligibly, and not without thought and observation, but with trifling errors of grammar and of spelling; they would have a pretty fair knowledge of the leading incidents of the Book of Genesis and of the Gospels, but with very imperfect notions as to their order of time; they would repeat the Church Catechism with verbal accuracy, but with very faint apprehension of its meaning; they would be able to repeat a few (but in my own experience, very few) texts of Scripture, and those chiefly of prophetic or doctrinal application;—for which, with unaffected deference to better judgments, I should be glad to see substituted (if there be not time for both), and *copiously* substituted, the preceptive, the warning, the consolatory. For the general purposes of edifying the church at large, I should be far from daring to say that one fragment of an inspired whole is more or less important than another; but, for little children, twelve years old, and those the children of the labouring poor,—if, of such texts as "There be three that bear record, &c.," and such as "Come unto me all ye that labour, &c.," or "Suffer little children, &c.," there be really time and opportunity to learn only very few,—I should venture to suggest a preference for those of the latter class. In such a school as I have been adverting to,—marked "Fair,"—the remaining four or five classes would show attainment proportionably graduated from that which I have represented as usually belonging to the first. With respect to acquirement, boys are ordinarily a little in advance of girls, because they have more time for it. The girls compensate by a somewhat livelier intelligence, by prettier reading, by better discipline, *and by* needlework, on which two fifths of their time are spent.

In a school of the same size, marked "Excellent," I should find a class of the same number (fifteen), but perhaps a little older (twelve and a half or thirteen), who would fill a slate with an extemporaneous account of flax, or sugar, or a river, or a brewery, or a flour mill, or a zoological garden, showing good observation, memory, reflection, faultless spelling, rarely deficient grammar, and writing* that might awaken, not the envy, but the approbation of a Government department; their reading would be perfectly fluent and articulate, and usually very pleasing,—that of the girls remarkably so. Perhaps the latter may possess a more delicate organization, both for the apprehension and the reproduction of sounds. Easy fractions and decimals with boys, and, with girls, easy rule of three, would be worked without a blunder. A general acquaintance with the surface of the earth, its people and productions, would close up into one more particular of Europe, and still more detailed and accurate of Great Britain. Coordinately with all knowledge of facts and detail, I should find coherency and reflection cultivated. Nor would the refinements of instruction be wanting. A little singing and a little drawing, where nature had furnished an aptitude for such accomplishments, would be cultivated according to time and opportunity. Throughout the school there would be committed to memory a few pretty hymns and select pieces of secular poetry, adapted to the capacity of the learner. The clergyman would have taken care that there should be, not perhaps a minute, but, a competent and intelligent acquaintance with Old and New Testament history. The first class, as here represented, is only a type of the rest in their several degrees. Whatever is taught throughout the school is well taught, and judiciously graduated to each class, according to its measure, down to the little inarticulate learners of the alphabet; unless, indeed, the infant school relieve the upper one of these interesting embarrassments. With the managers, of whom the clergyman is most frequently the sole representative, the bodily health and comfort of the children have been no secondary consideration; complete warmth and ventilation have been secured; well-proportioned desks and forms have been so adjusted as neither to cramp nor crowd the little disciples: the walls are covered with pictures, with illustrations, and with colours which can make even maps attractive; the room is filled with healthy, frank, and happy faces; and the discipline, which for occasional purposes can be almost regimentally exact, is habitually unrestrained, cheerful, and quiet,—easy and free, without being free-and-easy. Sup-

Schools marked "excellent"

* This commendation applies, however, only to writing upon *slates*. On cheap woolly paper, and with cheap steel pens, which might as properly be called needles, the penmanship is of course indifferent.

posing such a school to turn out annually twenty-five children, and that only one third of them should have attained such instruction as is here described,—the remaining two thirds being such as might be found respectively in the second and third classes of the school,—and supposing them all transferred to menial and mechanical occupations, will they not fill those occupations more ably, more pleasantly to themselves and their employers, more contentedly and in better heart, for having had both their minds and bodies kept in vigorous health? Do not common sense, reflection and intelligence connect themselves with the most vulgar and ignoble task of life,—if anything appointed by the "Great Taskmaster" could be ignoble? and, should opportunity suggest that Providence designs for any amongst them a lot somewhat less obscure and depressed, will they not have been fitted to rise to such an opening, and to fill it honourably and with advantage to mankind? Would it not have been selfish, cruel, and unjust to withhold from them such cultivation as a well-conducted school supplies? and, even if sordid apprehensions about setting the menial class above their work should interpose to hinder the bettering of their condition, need we fear that the crimes, the follies, the misfortunes of mankind, the irreclaimable stupidity of some and the inevitable inequality of all, will ever leave us without abundance of fellow-creatures who can only be hewers of wood and drawers of water to the rest?

Schools marked "good," "moderate," or "imperfect;" and "*very bad*" schools.

The other gradations marked upon my Table—"good," "moderate," "imperfect,"—will be easily inferred; but there is one which neither inference nor imagination can go low enough to appreciate;—I mean that which comes under the term "bad." I have affixed to it "zero," as indicating its relative numerical value compared with the average 30; but it is in truth far worse than nothing. It is absorbing into its cold, ill-ventilated, and unfurnished room, and into its still colder and more barren charities, a crowd of boys *who would otherwise have found another and an efficient school.* Here they learn nothing but what idle boys are prone to teach one another,—nothing very edifying it may be guessed. Their only books are a few torn Testaments, which they learn to read with precisely the same amount of intelligence as if they were attempting to read the Greek language in English character. They have no more idea whether Jerusalem was in Palestine, or Palestine in Jerusalem, than they have of the inside of the moon; or whether the event from which all Christian time is reckoned occurred before or since the Battle of Waterloo. Very few indeed of them can work the humblest multiplication sum correctly. Their writing, if legible, is rendered unintelligible by the spelling. While their minds are thus left utterly

uncultivated, their morals can be deriving no advantage from their communion with each other about their street experience. They are perpetually engaged in eluding and cheating the master; and I must say that the master,—and not he alone, —may take to himself whatever comfort is implied in a seventy times seven-fold retaliation. How utterly repulsive to every one of these boys in after-life must be any person, place, or thing, that reminds him of a school! And if, on being released from the mere irksomeness of such undisciplined restraints, he should, through the Divine pity and protection, be preserved from the quagmire that is ever gaping on such wayfarers, will any portion of his thanks be owing to a scheme (for I cannot dignify it as an institution) which, under the name of a school, has inveigled him within its walls by false pretences of instruction; and, while it accepted his weekly pittance, or expended the bequests of ancient piety on his behalf, has wasted for ever the earliest, the best, perhaps the only opportunity of teaching him one useful salutary thing? It might perhaps be guessed that such a school as this was only to be found in some primitive and secluded hamlet, remote from the clatter of a railroad, and to which a newspaper never penetrated. The conjecture would be far from correct. Thanks to the clergy there is no nook in the land so sequestered but they are zealous to link it with the centres of light, and knowledge, and advancement. The schools of which I speak are to be found in a city,* of near three million souls, which boasts herself the queen of civilization; within a stone's throw of every warning, and of every incentive to educational exertion; of the symbols of religion, and ostentations of beneficence; the thriving factory; the grim prison; the prosperous street of shops; the squallid alley, festering in misery and vice; the church; the printing office; the electric telegraph; and walls plastered with announcements of charitable dinners;—within a stone's throw, too, of other schools which at once offer to them the benefit of example, and force upon them the disadvantage of contrast; such schools as might help them to see both what they are, and what they might be; such schools as are really doing their appointed work; as are truly training children in their due nurture and admonition, an honour to their teachers, evidences of pastoral fidelity, and a blessing to the land.

Recapitulation of schools inspected.

There is indeed something more than consolation in the thought that these last-mentioned commendable and efficient institutions so far out number those of which, after long

* I must not be supposed to refer to London *proper*, or to any portion of it of which I have no official knowledge. I refer to the metropolis as comprising the suburbs, of which an enormous portion, with a population of more than half a million, lies within my district.

silence, I have thought it right to speak. It will be observed with satisfaction that, out of 173 inspections of all kinds (casual and regular), while 7 schools (indeed of *separate* institutions *only* 4) are pronounced bad, 5 imperfect, and 28 but moderate, no fewer than 65 are recorded as exhibiting fair and average efficiency, and a still larger number (68) are found to range above that line. Separating, however the schools in receipt of annual grants (for pupil-teachers and augmentation of salary),—those schools, in short, which co-operate with the spirit of the Minutes of Council, and which are annually inspected,—the numbers appear in a very much more favourable ratio. Out of 126 such schools, I find 1 only that approaches the most unfavourable verdict; 9 that, without being much to be complained of, are but moderate; 50 of fair and average efficiency; 52 decidedly good; and 14 excellent. I have no reason to doubt that my own 173 cases present a fair and not too favourable sample of the whole South-eastern district. My colleague, the Rev. R. L. Koe, has visited 298 schools. Taking the total of inspections, casual and regular, at 471, it would follow that about 180 of them are of fair efficiency; 185 decidedly good; and 106 somewhat below the standard. These 471 schools have an average of 77 children in actual attendance in each. Eliminating the cases of *simple* inspection, and confining the calculation to those which are co-operating with the Committee of Council, the result would be very much more favourable to the beneficial working of your Lordships' Minutes.

Comparative value at which schools are appreciated.

Adopting 30 as a convenient number to represent *par*, or fair efficiency, I beg leave to invite attention to the last column in my Table, in which is stated the *average* value, relatively to that medium, of schools variously circumstanced; noting only here that, calculated with relation to that medium number (30), schools not co-operating with the Minutes rate, on an average, as 15, while those receiving annual grants average 35; and those under certificated masters, 39½. The former number (15 below par) indicates the kind of school of which the large majority consisted in my district, when I first entered upon its duties, seven years ago. It indicates now a small and rapidly decreasing minority. The latter number (35, or 5 above par) represents what most of those then inspected for the first time have since become; and what three fourths of the 500 schools actually inspected in my district are at the present time. That this majority is rapidly rising, both in number and in character, I record with no less confidence than satisfaction.

Bishop of Winchester's "conspectus."

It will not seem inappropriate to this part of my subject if I here venture to express the gratitude which I feel (in common, doubtless, with the parochial clergy of the diocese) towards the *Lord Bishop of* Winchester, for the lucid and elaborate "Con-

spectus" of his diocese which appeared last autumn. The importance of that record, with reference to educational statistics, is only exceeded by its moral value, as showing the intimate acquaintance of its author with the wants and the provisions of his charge.

Encouragement of practical ability in teaching.

I have no doubt that progress will be much promoted by the encouragement to actual teaching and school keeping which will be afforded in the working of the Minute for revising certificates of merit once in five years, according to the annual verdicts recorded on those documents by Her Majesty's Inspectors; as also by making the first classification of certificate, as regards its pecuniary advantage, dependent upon the *practical* ability as a teacher exhibited and reported in the first two years immediately ensuing on the acquisition of a provisionary certificate. I am sure, also, that the encouragement now afforded to a second year's training in the normal schools is a measure of incalculable advantage, the rather as I infer from Mr. Moseley's letter (2 May 1854) that the second year is to be devoted to perfecting the student in subjects which have been treated during the previous year, more than to multiplying the subjects, and enlarging the surface of attainment. I wish, however, that a place could have been found somewhat earlier than in the *third* year (a year which I apprehend few normal students will attain) for the special promotion of what is now universally understood by the term "common things." That students will be overtrained in two years for a profession which requires so copious an equipment in general knowledge and adroitness as that of school-teaching, I have not the smallest apprehension. But that in such training the element of exact science may not obtain an undue preponderance, or become too much insulated from practical and common things, I am by no means so confident.

Knowledge of "common things."

In reviewing lately some examination papers in English History, I came upon the following passage:—"The literary propensities and intellectual superiority of Alfred were in nothing more conclusively evinced than in this circumstance, namely, that, while residing as a common peasant in the hut of a poor herdsman, he was found to be utterly incompetent to the humblest duties of domestic life;"—alluding, of course, to those unlucky cakes. The examination papers returned by candidates are usually now-a-days so remarkably good that it is very rarely indeed that anything ludicrously otherwise can be extracted from them. Indeed, whether the above was written in simplicity or as a quiet sarcasm, I can scarcely tell. At all events, intentionally or not, the words are (as it seems to me) significant and worth recording. They embody a mistake prevalent not only amongst the adversaries of progress, but—what is more unfortunate—prevalent also amongst persons

of learned professions, namely, that science stands aloof from "common things." Of course it is not so with the wiser sort, nor with the truly learned. But pedantry is no novelty; and knowledge has still a tendency to make its cruder and more shallow votaries disdain those vulgar things of every day into which the nobler sons of wisdom look so heedfully. In these days a great many people are thinking that "the humblest duties of domestic life" are not made sufficiently prominent in our elementary teaching. I trust that they mistake; and I trust that I shall be permitted to avail myself of such legitimate opportunities as may present themselves to discourage that mistake, and to remind my professional friends of the South-eastern district that Alfred, whose memory, as the teacher's friend, they should regard with special veneration, would have been the last man, notwithstanding that disaster of the cakes, to advocate a disconnection between uncommon lore and "common things." It may, perhaps, be fair to counterpoise the above quotation from an examination paper by another (occurring in the same series) of a totally different purport, and which, though not historically correct, is not without a glimpse of moral truth. It is this:—"To that best of monarchs (Alfred) we are indebted for the first introduction of baths and washhouses."

Lord Ashburton's prizes.

I ventured, upon my own responsibility, last Easter to devote a day at Southampton to the examination of male candidates for the prizes amounting to 70*l.*, so liberally offered by Lord Ashburton for promoting the knowledge of common things. At the same time a similar examination was held by my colleague, the Rev. W. P. Warburton, at Salisbury, for female candidates. I had been fortunate enough to secure the valuable assistance of the Dean of Hereford in furnishing the papers. The scheme excited, and continues to excite, extensive interest. The result of the examination was very satisfactory to Lord Ashburton—to the Dean of Hereford—to the competitors (I believe)—and to myself. I shall give it, with permission, in an Appendix.* I believe the experiment is to be renewed.

General progress of inspected schools.

I wish to conclude this report by expressing my conviction that the cause of elementary instruction has made steady, increasing, and very satisfactory progress in the South-eastern district. I do not mean that any fresh and startling phenomena have developed themselves year by year. I do not mean to say that the good schools of three years ago have become twice as good as they were six years ago; that would not be true. Even the good schools, however, have improved in discipline—in methods—in attainment—in influence upon their neighbourhood

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* Appendix B.

—but not in the same ratio as in the first three or four years of the operation of the Minutes of 1846. So rapid an advance could scarcely be expected. Their population of scholars has changed perhaps three times since I first visited them. Under the best instruction, therefore, a school of this class will reach its limit for the present, or at least a limit beyond which, in the present order of things, it cannot proceed very far. What I mean then is not that such individual schools have largely and visibly and palpably advanced year by year, but that the number of such schools has very greatly increased; that the number of bad ones has very greatly diminished; that there are more fair schools than moderate; more decidedly good than only fair; and that there are an increasing number excellent, which I hope may ere long out-number all inferior designations. I find in all the cardinal subjects of instruction much improvement. Reading, penmanship, arithmetic, geography, Scripture, needlework—in all these there has been great progress.

Geography.

There is no department of instruction in the character of which I have observed greater improvement than in geography. As it used to be taught—a mere verbal enumeration of countries north and countries south, of long rivers and rivers not quite so long, of boroughs that returned two members and boroughs that returned but one—without the slightest attention to coherency, or the relation of such subjects to each other, I do not think that geography was of any more use in schools than that sort of Scriptural instruction which taught little more than how many chapters there were in Genesis, and how many verses in each chapter. But in this there has been a very marked amendment. And that geography should now have become so much more interesting and practical than it used to be,—that it should have been brought into connexion with animal and vegetable nature, with commercial relations, and with the history of man,—that it should have expanded into something better than sterile map-making and mere *topography*,—may fairly be traced in part to the excellent books of Mr. Edward Hughes, which, if not much used in schools for class purposes, are at least familiar as text-books to their teachers.

Grammar.

In three subjects only I do not see much advance, namely English grammar, English history, and the Church Catechism. Grammar perhaps I should hardly except, if judging by the children's practical exhibition of it. In writing and speaking grammatically they certainly do improve—which is perhaps the main object to be realized; but in answering questions about its rules I do not see much improvement. I do not know, indeed, that my anxiety to see it has amounted to the painful. Finding that the better instructed children acquire its principles unconsciously by reading and writing under the correction of their teachers, I have not thought it needful to perplex them

much about the abstract rules and theory of a science which is so little fixed. With reference to a cognate subject, I wish I could see Mr. Trench's two little volumes—upon "Words" and "English, Past and Present"—in the hands of every student and advanced pupil-teacher. The former, indeed, was written and first addressed expressly to the students of a training school. I do not take upon me to say that they should occupy the place of books on grammar; but I think that they would be very useful reading as supplementary to such treatises, and would, I suspect, be read much oftener, and with more appreciation, than any grammar which it has been my fortune to encounter. They are exceedingly interesting—no less instructive—and leave upon the mind much besides philology. They are short (at least the reader does not wish them shorter); and are the best practical refutation, with which I am acquainted, of the popular assumption that language is a barren and repulsive study.

English history.

I ought also to except English history from the subjects in which I have witnessed any signal progress in our schools. I am not speaking of pupil-teachers, but of ordinary scholars. They certainly do not, in my experience, exhibit that improvement in this interesting, and I should think advantageous, branch of reading which its nature would lead one to expect. I can attribute this only to the circumstance that the size and cost of most "English Histories" of any merit, with which I am acquainted, place them entirely beyond the reach of school classes, to whom the only accessible acquaintance with the subject is to be found in the fragments interspersed in the Irish and other lesson books, which are not usually read consecutively, and are not of a character to awaken the curiosity and interest of the children. I have long felt that a short history of England, not tedious, nor unjust, nor dear, nor dull, was a great desideratum. There are some very instructive longer ones; but a work of 500 pages is too long, and at *5s.* too expensive, for class purposes. What is wanted is something brief and cheap, which should be also candid and amusing. I chanced a few days ago, at a railway stall, to pick up one, recently published, which seemed to me the nearest approximation to this that I had met with. It is not, I think, above the apprehension of a well-instructed first class. It is entertaining, without compromise of fidelity, and humourous, where humour is suitable, without a scoff. It is sketchy, as its title indicates, but the outlines are very judiciously adjusted. The style is graphic, eloquent, unaffected, occasionally rising into poetry; and the book is thoroughly free from cant. It is called "Landmarks of English History," by the Rev. James White, of Bonchurch. It is a 12mo. of 200 pages, published by Routledge, and the cost is eighteen pence. Of larger and more detailed

histories, and yet not too large nor inaccessibly expensive, the best which I have seen is that by the Rev. Thomas Milner, published by the Religious Tract Society. It is a 12mo. of 800 pages, and the price is 5*s*. The matter is copious, well selected, and authentic; the manner clear, candid, and impressive. It seems to me to be a good book; and, together with the one before mentioned (for they do not supersede each other), well adapted for the use of students such as are here contemplated.

With regard to what appears to me the scanty and (so far as I observe) unprogressive *intelligence* of the Church Catechism, on which so much time is spent, and of which the *verbal repetition* is the most extensive of all school attainments, the subject is too important for me to feel justified in lengthening this report by mere conjectures as to what may be the cause of a phenomenon for the existence of which I can appeal, at present, only to my own unsupported observation. Happily this deficiency by no means extends to Scripture. And in all other particulars, excepting as already stated, the improvement in the schools is undeniable, in kind, and in extent, and in practical bearing. Church Catechism.

By the time that this report is printed, one half of the inspected teachers in my district will bear certificates; and there are 600 apprentices. Of this latter body I have often taken occasion to speak in terms of high commendation. They are scrupulously chosen; they are carefully taught, and vigilantly trained; and might be expected to be what, happily, they generally, almost always, are. Nor will any words that I can use express too cordially my personal esteem for the teachers themselves, and my grateful appreciation of their labours. I could have no greater satisfaction than to see how much the irksomeness of their employment is diminished, its facilities increased, its success more manifest, its rewards more palpable, and their own social position and domestic comfort more commensurate with their conscientious exemplary toil. Nor do I forget to whom we are indebted for the introduction of these estimable persons to their several spheres of duty. The clergy hold the keys of their parishes; but with anything like obstruction from that quarter my acquaintance has never at any time been otherwise than inappreciably small. I now experience from them nothing but welcome, furtherance, and co-operation; and I beg permission here to render to them once more my cordial thanks. Conclusion.

I have the honor to be, &c.

W. H. Brookfield.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

Summaries of Tabulated Reports, for 1853-4, on Schools inspected by Rev. W. H. Brookfield and Rev. R. L. Koe.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
272	168	153	61	89	344,287	36,270	36,834	196	572

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
30·35	0·36	0·24	0·22	7·81	14·91	25·16	42·57	60·1	4·35	8·55	35·18	42·2	37·41

To write: From Dictation.	To write: On Paper.	To write: On Slates.	To read: Books of General Information.	To read: Easy Narratives.	To read: Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
49·4	55·41	60·7	44·29	38·06	32·92	23·89	95·3	90·13

Per-centage of Children *on School Registers*

Aged: Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Who have been in School: Over four years.	Four years.	Three years.	Two years.	One year.
22·12	15·85	15·21	15·01	12·52	9·13	5·86	3·04	1·26	4·76	5·46	8·32	12·7	19·9

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 256 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,673 16 4	18,651 16 6½	8,826 17 4	4,119 10 9½	35,272 0 11½

Aggregate Annual Expenditure, as stated by Managers, of 256 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
23,837 0 4½	2,583 3 6½	9,480 9 1½	35,000 13 0½

APPENDIX B.

ASHBURTON PRIZES, 1854.

SCHOOLMASTERS.

MORNING.

(Three Hours allowed for this Paper.)

Two Questions to be answered out of each Section, and others as time may permit.

Section 1.

1. Define the following words and phrases, and illustrate your meaning by their usage in matters of social life:—skill—industry—economy and forethought—wealth—money—value—price—labourers and employers of labour—capital and capitalist.

2. What is the usual consequence of an abundant or deficient harvest upon the price of food? and upon the wages of labour?

3. What is meant by division of labour? and show the importance of this in advancing the wealth and well-being of a nation.

4. What are the principal conditions of industrial success among the labouring classes, and what kind of training in early life is most likely to lead to it?

5. What are the necessary qualities of the food of a people, in order that the supply may be permanent? and how do foods for man and beast vary in this respect?

6. What metals are the most useful? Mention the particular properties which make them so; and give the outline of a lesson on iron or lead, and its uses, from the state of ore up to a knife-blade or sheet-lead.

Section 2.

1. Point out the different ways in which the air in a dwelling-room is rendered impure, and the best way of ventilating the room.

2. What are the best materials for building a cottage; the necessary conditions of health with reference to the building; and which is preferable, a slated or thatched roof, and why?

3. What vegetables are usually cultivated in a garden? Which do you consider the most nutritious? and why? What rotation of crops would you recommend in a garden of one rood in extent?

4. What is the difference between porus and retentive soils, and how would you treat them? Explain the principle on which soils pulverize after frost, and the advantages of this.

5. Explain what is meant by a proper rotation of crops—by exhausting and non-exhausting plants. How would you ascertain what substances plants draw from the soil? and, having done this, how would you manure the land?

Section 3.

1. What are the essential properties of matter? Define and explain some of them.

2. Explain what is meant by the attractions of cohesion and gravitation, and exemplify by giving instances of each.

3. Give Newton's three laws of motion, and illustrate the last by experiment.

4. What is meant by centripetal and centrifugal forces? and show how in different latitudes the weight of bodies is affected by the latter.

5. A body let fall from the top of a tower is three seconds before it reaches the ground; how far did it fall in each second? and what was the height of the tower? If the action of gravity ceased at this point, how far would it fall in the next three seconds?

Section 4.

1. To which of the mechanical powers do the following implements belong:—a spade and fork in digging—the plough—the saw—the axe—a pair of scissors—a pump handle—the screw? Give your reasons in each case.

2. Explain the principle of a pair of scales, and of a common steel-yard.

3. Explain the principle of the wheel and axle, and show how it is applied in raising up water from a well.

4. Show the use of the plumb-line, the square, and the spirit-level to the bricklayer and carpenter.

SCHOOLMASTERS.

AFTERNOON.

Section 1.

1. What are the principal bones of the human skeleton? How are they kept together at the joints; and of what substance are they composed?

2. Explain the construction of the spine, or of the hand, and the mechanical contrivances for the different movements which they are intended to perform.

3. How would you judge of the habits and food of animals from their jaws and teeth? Illustrate your answer by examples.

4. What are muscles and tendons, and their uses in the animal frame? And, in the movement of one bone against another in the joints, how is it they are not worn away?

5. What is the cause of a defect in vision in what are called short-sighted and long-sighted persons, and what kind of glasses are required to correct it in each? What are the purposes of the eyelids and eyelashes?

6. Point out any differences in the eyes and ears of animals which show adaptation to their respective wants.

Section 2.

1. What is the difference between an artery and a vein, between arterial and venous blood; and why is the cutting or rupture of an artery more dangerous than a vein?

2. Give your reasons for thinking that exercise is necessary, and generally beneficial to all the animal functions.

3. What is meant by respiration? Explain how the chest expands and contracts in this process? And in what does the air breathed out from the lungs differ from common atmosphere air? What experiment would show this?

4. Does the blood undergo any and what change in circulating through the body? And explain the functions of the heart, arteries, and veins, in this circulation.

5. What are the properties of milk as a food, and the substances it contains? Is it equally good at all periods of life?

6. What analogy is there between the blood of animals and the sap of vegetables? In each case mention as many substances as you can for forming which they must contain the materials?

Section 3.

1. What are the constituent parts of the atmosphere? How are they combined, and in what way are they subservient to the wants of animal and vegetable life?

2. What is meant by the specific gravity of bodies; and under what conditions is water taken as the standard? How would you ascertain the specific gravity of substances heavier and lighter than water.

3. Explain the principle and construction of the common barometer. When the mercury stands at 28·7 inches, at what altitude would the water stand in a water barometer?

4. Describe a common suction pump or syphon; and explain the principle of its action.

5. A vessel will float on water whose specific gravity is 1, with a burden of 200 tons; what weight of cargo would it carry if floated on sea-water whose specific gravity is 1·035—or on mercury?

Section 4.

1. What is meant by the terms "warm" and "cold;" and why do not all substances of the same temperature feel equally so when touched?

2. What is the general effect which heat has upon matter; and what are the different ways in which solid and fluid bodies are heated?

3. What are the phenomena attending the melting of ice, and heating the water till it boils away in steam?

4. Explain how dew is formed, and its effects on vegetable life. Why does it not fall equally on grass and gravel?

5. What is meant by the number of inches of rain which fall during the year at any particular place; and how is this ascertained?

6. What is meant by the solvent powers of water? Enumerate the substances you know to be solvent in it. How does it affect the growth of plants and animals?

SCHOOLMISTRESSES.

MORNING.

Section 1.

1. Define the following words:—skill—industry—economy and forethought—wealth—money—and illustrate your answer by their application in matters of social life.

2. What are the principal conditions of industrial success among the labouring classes, and what kind of training in early life is most likely to lead to it?

3. What are the advantages of paying ready money in your dealings, and the disadvantages of the contrary practice?

4. What are the advantages of clothing clubs for the labouring classes, and how ought they to be conducted?

Section 2.

1. What are the necessary conditions of a cottage, in order that it may be healthy and comfortable? What is the use of a fire-place in a bed-room?
2. Mention some of the various ways with which you are acquainted of preserving meat or vegetables, so as to lay them up in store for future use.
3. Of the modes of cooking animal food—roasting, boiling, stewing—which do you consider the most economical, and why?
4. What are the nutritive properties of milk? Explain the processes of making butter and cheese, and the way in which they must be treated in order to make them keep.
5. What do you consider a proper and economical diet table, for a week, for a family consisting of a man, his wife, and four children, earnings 12*s*. a-week?

Section 3.

1. What is the difference between an artery and a vein—between arterial and venous blood?—and why is the cutting or rupture of an artery more dangerous than a vein?
2. Does the blood undergo any and what change in circulating through the body? And explain the functions of the heart, arteries, and veins in the circulation.
3. What are muscles, tendons, and nerves, and their uses in the animal frame?
4. How would you treat a scald or a burn?
5. Give your reason for thinking that exercise is necessary and generally beneficial for health.
6. What are the advantages of cleaning the teeth daily? And what are the disadvantages of losing them or of their decaying in early life?

SCHOOLMISTRESSES.

AFTERNOON.

Section 1.

1. Draw out a series of lessons on domestic economy, such as you think would prove useful to the elder girls of your school, and describe one lesson in the way in which you judge necessary to impart it.
2. In what respect do you perceive the homes of your scholars to be deficient, and the teaching of your school to act as a remedy?
3. Describe the manner in which you conduct the needle-work of your school. What distinction do you make between the useful and the fancy work which the children do?
4. Give an outline of a lesson on soap, and its uses.
5. Give your reasons (if any) for regarding a popular knowledge of the atmosphere, water, heat, gases, animal economy, &c., as not unsuited to girls.

Section 2.

1. What is meant by "hard and soft" water? What is the cause of it? And what are the effects of hard water in cooking and washing?
2. What kind of substances are removed by filtering and by boiling water? Explain the process in both cases.
3. Why do woollen things shrink when washed?
4. What are the advantages of woollen cotton things, as clothing for the labouring classes, over linen? And why is cotton preferred in warm climates?
5. What is the best tea-pot to use, and why?

ADJUDICATION.

Ashburton Prizes for instruction in Common Things 1854.

Though all the competitors' papers, with scarcely an exception, are entitled to much commendation, yet, owing doubtless to the short interval for preparation which elapsed between the first proposal of these prizes and the examination for them, no set of answers has this year quite reached the standard which had been fixed for the first-class prizes, and from which it is not thought expedient to depart. For the second class, however, the standard has been exceeded in a remarkably creditable manner by more than one competitor. While for the first class, therefore, no award is made, two *additional* prizes of the second rank (7*l.* each), and for schoolmistresses three (5*l.* each), have been adjudged instead of the unawarded prizes.

Schoolmasters.

Three prizes, of 7*l.* each, adjudged to:—

Equal and named alphabetically { Mr. E. Goddard, King's Somborne, Hants. / Mr. W. Pettit, Brown Candover, Hants. / Mr. J. Sterndall, Wellow, Hants. }

One students' prize, 8*l.*, divided (4*l.* each) between:—

Equal { Mr. A. C. Clarke, / Mr. F. Earle, } Winchester Training School.

Schoolmistresses.

One prize, 7*l.*, to Miss Burningham, Cholderton, Wilts.

Three prizes, 5*l.* each, to:—

Equal { Miss E. Cox, Stockbridge, Hants. / Miss C. Davy, Old Alresford, Hants. / Miss E. Maton, Fordingbridge, Hants. }

Students' prize, 8*l.*, divided (say 3*l.* each) between:—

Equal { Miss R. J. Smith, / Miss E. S. Spreadbury, / Miss H. Wyatt, } Salisbury Training School.

The prizes may be taken in money or books (with an inscription), or both, or indeed in any suitable form, at the option of the claimant, who should signify what would be most acceptable.

(Signed on behalf of the examiners) W. H. BROOKFIELD.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. W. J. KENNEDY, M.A., &c., *on the Schools inspected in the County of Lancaster, and in the Isle of Man.*

MY LORDS, Preston, 10 January 1855.

I HAVE the honor to present my annual general report respecting the schools visited by myself and my colleague, the Rev. W. Birley, in Lancashire and the Isle of Man, during the year commencing on the 1st of September 1853, and ending on the 31st of August 1854.

Remarks relative to the principal circumstances connected with each school, and tables of the main statistical facts respecting each school, are herewith subjoined as an Appendix. The few preliminary observations which I propose now to offer, will relate almost entirely to the general impressions left on my mind by a review of all I have witnessed and heard during the course of the whole year. Indeed it has always appeared to me that in the present state of national education, one of the most useful parts of the Inspector's labours might be, to record freely and candidly the general impressions left on his mind; speaking rather as a commissioner giving the results of his experience about some of the problems which vex the education question, than as a mere investigator and reporter of the details of each individual school.

I cannot but think that the impression left on the mind of every thinking person who has been engaged long and constantly in any business, even if he could not analyse those impressions, are more to be relied on than the results deduced from what are called "statistics," and which are almost always collected in a bare official way by persons not thoroughly familiar and conversant with the business about which they are collecting "statistics." With reference to educational statistics in particular, and the results commonly deduced from them, I never saw any yet which had not fatal flaws in them.

Great improvement in National schools of late years.

Before uttering any complaints of the evils and shortcomings of our National schools, I am glad to be able to state what I have probably said before, and can confirm from the experience of the past year, viz., that the progress which is being made in the character and quality of National schools is very great. I have been familiar with these schools from childhood, and for the last fifteen years have been conversant about little else; and the advance made is undoubtedly large and gratifying. It is mere justice also to add that this improvement has been going on in a greatly accelerated ratio

Especially since establish-

since the establishment of the Committee of Council on Education, and more particularly since the Minutes of Council of 1846.

ment of the Committee of Council on Education.

Still in many particulars there are great evils and defects, especially in the internal condition of our schools, and in some matters improvement is at a stand-still, not to say at a deadlock.

Many deficiencies still exist.

At the root of all the shortcomings of our schools lies the difficulty of getting the children to attend school at all, or if they come, to attend with regularity. Non-attendance and irregular attendance may be called the ultimate difficulties, which will have to be grappled with.

Our ultimate difficulty will be non-attendance and irregular attendance.

The next most serious difficulty, and one which will have to be dealt with before any further great progress is made, is the want of adequate and permanent funds for the annual support of schools. This must ever form the burden of my cry till the want is supplied, because it is the one great and pressing want which meets me at every turn.

Our immediate difficulty is want of an adequate and permanent income for schools.

This is true of the schools I have to inspect, which are the most flourishing and the best in the district. If the teacher is indifferent, or the supply of books and apparatus insufficient, or if the school-room is ill furnished or dirty, the excuse in most such cases is the scantiness of funds. This is an unquestionable fact, and the one which must ever take precedence of all others in my consideration till it is amended. There are some schools which have ample supplies of everything, but they are quite the exceptions. And in a large proportion even of these cases the supplies are precarious; they result from the liberality of the patron for the time being, or from the great efficiency and popularity of the teacher for the time being. This fact will be recognized at once by many persons in my district, if the assertion should meet their eye. I am happy to say that the grants made by the Committee of Council, in the way of capitation fees, under the Minute of 2 April 1853, are doing very great good. No kind of grant is more popular, or perhaps more useful; but it is limited to rural districts, or to towns where the population is under 5,000; and the schools of my district are mainly schools in large towns, which cannot avail themselves of this valuable aid. I look forward therefore with great anxiety to some measure which shall afford to districts like mine the same valuable kind of aid, viz., an increase of annual funds available for the general expenses and purposes of the school. Until such aid comes the schools in Lancashire will continue to be, generally speaking, in a comparatively languishing condition. The devices resorted to for obtaining funds, such as raising the ordinary fees, or taking in children of a higher grade

Capitation fees granted in rural districts are very valuable and popular.

Similar aid is wanted for large towns.

We must not resort to high fees in schools for the poor.

in life at higher fees, continue to fail egregiously; or if they are successful as regards the school income, they are at the same time successful in driving away the poorer class of children from the school, and confining its benefits to those of a higher grade. The question of raising considerably the school fees, even for the poorer classes, has been very much mooted lately, especially during the past year, in other districts as well as in mine. I read a report of a meeting in Kent, in which that plan was recommended by his Grace the Archbishop of Canterbury, and I see that a Committee of Inquiry have recommended it in the diocese of St. Asaph. I can only say that, as far as my experience goes, there is no one thing which I consider more pernicious, if the interests of the children of the labouring classes is under consideration.* If the parents find their children's copy-books, an uniform 2*d.* a week from each child is, for the most part, the best fee which can be exacted in Lancashire; and in agricultural districts 1*d.* a week is, most frequently, all that ought to be required, especially where the labourer has more than one child to keep at school, as is generally the case. But if the opposite system, viz., one of high fees, ranging from 4*d.* to 6*d.* a week, be generally adopted, and if the labouring classes should be found able and willing to pay such fees, there is a result to be looked for which has not been calculated upon, I think, by the persons who so strenuously advocate the plan of rendering schools self-supporting by means of high fees: I mean that the parents of the scholars will claim to have an influential voice in the management of schools which they entirely support; and I do not see how their claim could be refused. I venture to think, however, that no plan will ever succeed in getting our schools duly and permanently provided with sufficient incomes, save one involving some organic change, such as an educational rate. I fear that no mere development of the present system in any direction can ever meet the wants I refer to.

There are still many schools whose poverty prevents them from getting certificated masters, &c.

But if want of adequate funds be a general characteristic, even of those schools which have been able to avail themselves of the Minutes of Council, and to obtain annual grants, what is the case of those schools which have not been able to avail themselves of any of the annual grants, and which in the rural districts are still a majority of our schools for the poor? I see, officially, comparatively few of such schools, but I receive numerous communications respecting them; and they may be described in a word, simply as defective in every particular.

* It is well remarked by the Rev. C. Richson, in his evidence before the committee on education in Manchester and Salford, that nothing "will remove the hard fact that in a very large number of instances a parent has more than enough to do to provide sufficient food and clothing for his children."

While even the majority of our best schools are not institutions to be proud of, and such as would lead us to display them to foreigners as doing honour or credit to the country, the schools I now refer to, viz., those which cannot avail themselves of the annual grants, are almost wholly ineffective, and a positive disgrace. And yet how painful it is to reflect that a majority of our National schools are inefficient and discreditable, yet such I believe to be the simple unvarnished truth.

The new Church Education Society helps schoo to avail themselves of the gran of the Com mittee of Council.

I am happy to observe that a society has been established in the last two or three years (chiefly through the exertions of the Rev. Edward Gridlestone, Vicar of Deane, in this county), called the Church of England Education Society, the main object of which seems to be the helping and enabling the poorer class of schools to avail themselves of the annual grants made by the Committee of Council. I cannot conceive a more useful object than this; it is an actual and pressing want. Aid from a society towards building school-rooms is now, in the present stage of the educational question, comparatively worthless.

Case of small endowed schools.

Very many of these inferior schools, not availing themselves of the annual grants, are schools with small endowments; which endowments, while insufficient for the efficiency of the schools, prevent their obtaining aid from the Committee of Council. I am most strongly of opinion, that it would be well to repeal the decision which excludes such schools from the benefit of certificated masters, and consequently from the benefit (henceforth) of pupil-teachers. I am aware of, and feel grateful for, the relaxation made during the past year, which allows the masters of endowed National schools to try for places in the classes of certificates of merit; but I fear this will be comparatively of little use, unless the masters are also allowed to receive the augmentation of stipend conditionally due on a certificate. Certificated masters will naturally be anxious to obtain that augmentation; and endowed schools will not, as a general rule, be able to obtain the services of certificated masters, unless the masters can receive the augmentation. The case stands thus:—Here is a village school, with an endowment (say) of 30*l.* a year; this endowment, with the help of the children's payments, and of a few subscriptions such as can be scraped together, enables the village to maintain a school. Without the endowment there could be no school at all. Yet, because this school is supported mainly by a small permanent endowment, instead of by the same amount of precarious annual subscription, a certificated master is still precluded from receiving any payment on his certificate. Hence it follows that certificated masters will not take charge of such schools; and hence the schools will, for the most part, be con-

demned to have inferior masters, to have no pupil-teachers, and similar advantages; and will, in short, be deprived of all hope of efficiency. I cannot but entertain strong hope that your Lordships will take the case of such schools—they are numerous in my district—into consideration, and will admit them to the full benefit of all the Minutes of Council, upon the same terms as all other schools are admitted, save that the endowment will be accepted in lieu of an equivalent amount of annual subscriptions. Considering all the checks there now are on small endowed schools, especially those arising from the new Charity Commissioners; also, considering that the grants of the Committee of Council to certificated masters and their pupil-teachers would only be made if they were found duly efficient, I am clearly of opinion that a small endowmen is a far better thing than the same amount of precarious subscriptions, and deserves every encouragement, instead of the present great discouragement.

The reason assigned for ignoring such endowments is, that the Parliamentary grant is "in aid of voluntary contributions." I believe that this general rule is not adhered to in some matters; and I venture to think that the case of these small endowments also might now be advantageously made one of the exceptions to the rule. Moreover, it is capable of being shown that the non-recognition of such small endowments checks "voluntary contributions." I presume that the investment of 1,000*l.* in the funds, for the benefit of a school, would be as much "a voluntary contribution" as the donation of a guinea a year. But, as the matter at present stands, a person will say—"I must not endow this school with 30*l.* a year, as I should otherwise be inclined to do; for, if I do so, I shall preclude it from the benefit of a certificated and good master, and from pupil-teachers, and other similar advantages." In brief, if this rule should be rescinded, I think that a great many of the inferior schools in my district would be great gainers by it, and that no counterbalancing injury of any kind would result from its abolition.

Having thus recorded the impression left on my mind by the experience of the past year, on the points which I deem most worthy of notice, I proceed to offer a few remarks on what may be called the specialities of the past year in my district.

Reflections on recent "lock-out" Lancashire.

The first point under this head which deserves notice is the "lock-out," or "strike," which prevailed more or less in Lancashire during more than six months of the year now under review. Though Mr. Birley and myself have not referred to the "lock-out" in the details of the schools given in our tabulated reports, I desire here to state generally that part at

least of the short comings and defects of our schools recorded in the tabulated reports are owing to that most unfortunate affair. The principal ways in which the schools were directly and injuriously affected by the "lock-out" were, in some cases, by making the parents unable to pay the school fees; in other cases, by flooding the schools with the young people thrown out of employ, for they were received into some schools gratuitously, in order to keep them out of harm's way, as well as to give them some amount of instruction.

And here I beg leave to refer to one or two points connected with this "lock-out," which seem to illustrate the work of education. It was remarked by everybody, that no disturbance or violence of any kind to person or property was committed or attempted during this unprecedentedly long quarrel. In 1837, the military had to shed blood in Preston streets; in 1854, not a shot was fired, nor a blow struck. On the contrary, the chairman of the associated masters remarked recently at a public dinner, that he thought he was treated with more than usual respect during that exciting and irritating period. Another very noticeable feature was, that no political agitation or feeling got itself mixed up with this dispute, a circumstance which also, I believe, never occurred before. And, generally speaking, there was are markable diminution of crime in the district throughout the lock-out.

It is impossible not to connect these facts, with the progress and improvement of education; and the following remarks put forth last January (1854), by Sir J. Kay Shuttleworth,* on the subject are, I believe, perfectly just. He says:—

"In a manufacturing district the ignorance of the operatives of their interest in the protection of capital and the application of science to the improvement of machinery, imperils everything. . . . I have myself seen crowds of machine breakers dispersed, not without bloodshed. . . . The advantages of the instruction of the masses in a knowledge of their true interests, in this part of the relations of capital and labour, is proved by the fact that machine breaking is at an end. A mob of machine breakers would be treated like banditti, by the operatives of the first mill which they attacked. So great a change has occurred in this respect in the popular conviction that I believe the time is not distant, if it has not arrived, when we might rely on our *mill hands* for the defence of factories and mill sheds."

The fact that we are indebted to increased education for this happy result, with respect to the "*mill hands*," is almost demonstrated by the circumstance, that the contemporaneous strikes of the *colliers* in this county were attended by extreme outrages and fatal violence. Now, the "mill hands" are all educated, at least up to a certain point—thanks to the Factory Acts; but most of the colliers, for whom no education is secured by Act

* "Education essential to the Success of Trade and Commerce," by Sir J. Kay Shuttleworth, Bart.

of Parliament, are particularly uneducated, and especially those about Wigan, where the rioting took place, for that neighbourhood is, I think, at present, the most uneducated part of my district. Still greater light is thrown on the connexion between education and good order by the fact, that there was no disturbance or discontent manifested among the Earl of Ellesmere's colliers. And why? Undoubtedly, because that noble Lord has taken a special interest, and special pains, in educating his mining operatives.*

At the same time it must be admitted that if education has extinguished, or greatly mitigated the old evils concomitant upon strikes, it has not abolished strikes themselves, but would even seem to have produced a greater tendency to them, more systematic schemes and organization of them, and more prolonged struggles. This may perhaps merely result from the fact of the operatives not being *sufficiently* educated, especially in the principles of political economy; but it must be admitted that the tendency to well organised combinations of workmen against masters is far from being diminished in Lancashire, and it would be unwise to claim for education more than it has accomplished. It has long been admitted by all sensible persons in Lancashire, that one of the most effectual and certain methods of restraining operatives from combinations against their masters, is for the employer to feel and manifest a personal interest in the welfare of his workmen, and that one of the very best modes of manifesting this interest, is in providing them with reading-rooms and books, and sometimes joining kindly and familiarly in their evening discussions. I believe that no strike has ever occurred where this genuine feeling of anxiety for the workmen's welfare has been thus displayed. Apart from its value in abolishing strikes, it is of great value as an educational work. I visited with great satisfaction two reading-rooms, built in connexion with his mill, by a most intelligent millowner at Bolton, Mr. Peter Martin. The chief object of the second room was to allow those work men who were addicted to their pipe in an evening to indulge in that luxury, without interrupting or annoying the mere readers. It is to the credit of Bolton also that it established a free library and museum, directly the Act of Parliament gave facility for it. The strikes and lock-outs of the past year, so prevalent in the neighbouring towns of Preston, Bury, Barnley, &c., never extended to Bolton.

ree Libra-
es Act a
reat help
education.

The free libraries, to which I have just referred, promise to be a very great help in the work of educating the people.

* During the past year, Lord Ellesmere has provided night schools for all the young people who work in his mines; and he has enforced their attendance by stopping out of their wages the weekly school fee of 2*d.*, whether they attend or not.

They are already established in several towns in the district, viz., in Manchester and Liverpool, and Bolton, and subscriptions are entered into for one in Preston. Other towns in Lancashire are likely to follow these examples. I regard them as a part, a necessary part of national education. I have always contended that the work of the elementary school should be much more directed towards developing and strengthening the powers of the intellect, than towards imparting information and a knowledge of facts. The end and aim of the elementary school is not so much to infuse knowledge, as to cultivate within a child the power to acquire knowledge. Considering the very early age at which a child leaves such a school, we cannot educate him, but we may, I think, so train him, as to make him a self-educator. And here it is that these admirable free libraries step in to supply the exact want of the artisan. By means of the lending libraries now happily being attached to elementary schools, and still more by means of these free libraries and museums, which are to contain works of reference as well as works for home perusal, the youth who has been early compelled to leave school, and to help at least to maintain himself, will be enabled to carry on the work of self-education in his leisure moments; if only the elementary school has done its duty by him, and infused into him the taste and the power for private study.

Status of schoolmasters.

A point which has been very much pressed upon my notice during the last year is the status of the schoolmasters. I have long perceived that there was some feeling of dissatisfaction with their position and prospects, but never so strongly as during the past twelve months. And, indeed, considering the excellent and high education which they are now receiving, one might have foreseen that they would not remain content with the condition their class has hitherto occupied. Their qualifications have been universally raised, but their status has not been raised proportionably. The certificate does something for them, but they seem to doubt whether their salaries really gain much by it; they value the certificate more for the honour than for the emolument, because they fancy, at least, that occasion is taken to lessen their local stipends in consideration of the certificate. The dissatisfaction to which I refer, is, I think, two-fold; partly at the low rate of remuneration, and partly at the want of social status and influence.

Out of several communications which I have received, I may select the following extract from a letter of one of the better certificated schoolmasters in my district, as illustrating the feeling to which I refer. He says—

"The very precarious position of a master, liable to be cast on the world, has impressed me with the conviction that I had better seek employment in a sphere where my tenure of office will be more secure. I therefore intend seeking a mercantile situation."

Now this letter is from a trained and successful master, and one with whom I have ever felt satisfied; and it is not a solitary case. It may be worth while to consider whether more cannot be done to better the condition of teachers. Until your Lordships came forward to aid in building and maintaining training schools, next to nothing was being done to provide a competent race of teachers. Numbers of persons used to understand the value of a purely local school, and to feel the want of a good master when the day arrived for obtaining one. But what they did not duly understand and feel was the necessity of preparing for that day by providing a regular succession of well-educated masters, to meet the local demands as they occur. All this your Lordships have provided for. By the stimulus and the aid of the Committee of Council on Education all that is necessary is being done, in order to form the master before he teaches. What I venture to believe is not yet done, nor in the course of being adequately done, is the providing due honours and rewards for him while he is teaching; nor yet, I might perhaps add, sufficiently good support for him when he is compelled to cease from his laborious vocation. I cannot but consider that these points are deserving of your Lordships' serious and early attention.*

While on the topic of schoolmasters and schoolmistresses, I am glad to be able again to express the great satisfaction which they give, as a body, in every respect, both to Mr. Birley and myself. I must again accord to Mr. Wrigley, the master of the ParishChurch School at Rochdale, the pre-eminence, as, on the whole, the most successful schoolmaster in the district; a pre-eminence which he has maintained during the six years I have inspected Lancashire schools. This school is certainly a remarkable and interesting instance of the way in which a population learns to appreciate a good school. So great was the eagerness among the Rochdale people to get admittance into this school for their children, that during the past year the managers found it expedient to double the size of the room, so as to enable it to hold, with tolerable convenience, more than

Rochdale Church school.

* When the educational profession is held in the honor it deserves, it is probable that even elementary schools will assume a rank as separate and independent institutions, and cease to be regarded as mere appendages to a church with its congregation. It is little more than three hundred years since the legal profession had no separate and independent existence, but was regarded as within the province of ecclesiastics. I incline to think that as great a severance between the clerical and educational professions is insensibly taking place as has taken place between the clerical and legal professions.

500 children at once, and that number is, I believe, now in attendance. This is interesting, because it shows that, to a very great extent at least, parents do appreciate a good school; and we may fairly infer that if all schools were raised to the level of the Rochdale Parish School, our schools would be very much better attended. I admit that there will always be many parents who, under the present optional system, from indifference or poverty, will not send their children to a school, however good. But still we have here great encouragement to improve our schools, with a view to a larger attendance. And I cannot repeat too often, that one of the most important ways of improving schools is to secure for them an adequate and permanent income, in order to secure a good master, good supplies of desks, books, and apparatus, and good cleanly, healthy, rooms. I may add that all these advantages exist in the Rochdale school.

School-buildings should be attractive.

While speaking of good and wholesome school-rooms, I cannot help putting in a word in favour of erecting handsome and attractive, as well as commodious and well-ventilated school buildings. I am of opinion, that elegance of outside is an element of usefulness in bringing children to school, and in helping them to become attached to their school. Moreover, I cannot understand persons having any real and adequate belief in the importance of education, and a consequent love and veneration for it, without desiring to consecrate and manifest that love and reverence by shrining it in buildings, whose beauty indicates the measure of value and attachment felt by the founders. I do not think the founders of new schools would ever have cause to regret some little extra effort and expense which might be employed in rendering the buildings worthy in all respects of the great work of education.

School-rooms should not be too narrow and confined.

On the head of school-buildings, I am anxious to state to your Lordships that all persons with whom I have conversed on the subject, in my district, are decidedly of opinion that the rooms are being made too narrow in many of the plans recommended from the Privy Council Office; and in this opinion I concur. There are a few points of detail, also, from which inconvenience is experienced. I think there should always be a space of a foot and a half, at least, between two classes, and that this space should be marked out, and preserved by keeping such an interval between any two sets of desks and benches. If it be desired to group all the children close together for a simultaneous lesson, pieces of wood can be made to span over the interval between the benches, as is done in the Kirkdale Industrial school.

Another point of detail relates to having room in every

school for having the lowest class on the level floor, and not perched up between desks and benches In case of the lowest class, it is desirable to have readier access from the child to the teacher, and from the teacher to the child, than can be obtained when the children are at desks; and this facility is not obtained where desks extend along the whole length of a narrow room, and no space is left for a square-shaped class on the floor of the room.

I must also beg leave to state to your Lordships that a sufficiency of light is not always secured in the school buildings. Local obstructions in towns will often render it necessary to get the light from some point which theory might condemn. But even in an open country district like Kirkpatrick, in the Isle of Man, the school built with the aid of a grant from the Office is far too dark. The school could not be carried on in it, and I was compelled to recommend the managers to make a new window, to procure the requisite additional light.

Minimum for teachers' residences is too small.

I incline also to think that, with regard to teachers' residences, the smallest scale recognized by your Lordships is too small, and the minimum size of rooms should be increased. Looking at a residence built on the minimum scale, I did not wonder at the schoolmaster's dissatisfaction with it.

School floors.

There is another point connected with school buildings on which it is my imperative duty to convey frankly to your Lordships the state of opinion and feeling in my district. I refer to the question of school floors. Tile or stone floors are very common in Lancashire, on account of the almost universal custom of the children to wear wooden clogs. It is a mistake to suppose that these clogs injure the feet. I have inquired from medical men on the point, and I learn that no injury ensues; and they are considered rather beneficial to the general health, as keeping the feet dry. However that may be, there is no prospect whatever of abolishing these wooden clogs from Lancashire. Now it is alleged, and with truth, that tile floors may be and will be kept cleaner here than wooden floors, and that the clogs cause an extremely inconvenient noise on wooden floors. For these reasons the people in Lancashire generally, I think, very much prefer in schools tile floors, with a substratum of dry sand, to wood floors; and they are of opinion that the teachers might avoid any greater degree of cold engendered by the tiles (if they be colder) by wearing very thick shoes or goloshes, or by using a mat under the feet: they think this would be better than introducing noisy and dirty wood floors, even if they could afford to pay half the expense of the new floors, which in some cases they cannot do. For these reasons, among others, a very strong feeling of regret —not to say annoyance—is felt at the requirement made this

year by your Lordships, of a substitution of wood for tile floors within a year, as a condition of further annual assistance of any kind out of the Parliamentary grant for education; and I fear the dissatisfaction is not greatly lessened even by your Lordships' offer to pay half the cost of the new wood floors Even if the people here were satisfied that wood floors were an improvement in Lancashire schools, which they are not, they would not like the requirement being introduced as an absolute condition, instead of in the shape of a recommendation. I should be disguising an important fact if I did not state that the affair has seriously discomposed the feelings of many well-disposed persons in these parts, and will probably retard for many years the improvement of many Lancashire schools; that is to say, many school managers cannot, and many more will not, attempt to avail themselves of certificated masters, pupil-teachers, &c., in consequence of the new terms respecting wood floors. As an illustration of the feeling in question, I append the two following letters which I have received on the subject from a worthy Lancashire clergyman :—

"My Dear Sir,

"My master has shown me aletter from you this morning, in reply to some inquiries of his respecting the flooring of schools where pupil-teachers are admitted. I was aware that the Committee of Council had come to the decision on the subject which you announce to my master, but I did think that it would not be deemed imperative where clogs are worn, and where the black mud and dirt must render a boarded floor as black as our roads; keeping such a floor clean is impossible, and I feel that I ought to be willing to submit to any inconvenience rather than exchange a bright, clean-looking and noiseless tile floor for that now proposed to be enforced by the Committee of Council. The consideration of warmth is really a mistake. We have in one of our schools in the district of the New Church, a boarded floor, and that school (I can speak from experience) is intensely cold. Here I spend an hour and a quarter on Monday evening, an hour and a half on Wednesday, three quarters of an hour on Friday, and an hour and a quarter on Saturday; and three quarters of an hour four mornings in every week; and I have never felt the slightest inconvenience from cold. I am quite satisfied that a boarded floor can hardly ever be air-tight. In my own home on a windy day the carpets used to heave like a sea till we pasted paper over all the seams. I shall be sorry if the Committee persist in the condition you mention; at the same time I am thankful to say, that my master is satisfied that he can conduct the school efficiently with the help of monitors, to whom he gives separate instruction in the evening. I have an impression that a certificated master will not be allowed the grant where the school in which he is engaged has not a boarded floor. Am I right in this impression?

"When I built the school here I chose tiles as being the warmest as well as the cleanliest and most noiseless floor; and I see no reason to change my opinion. I was speaking the other day to a lady who used to teach in the school before referred to as having a boarded floor, and she said it was so cold that she often wished it had been a tile one. Our children, with scarcely an exception, wear clogs. All the houses of the parents have stone floors, so that in point of comfort all will allow that our school surpasses their houses.

"I am, &c.

——— ———."

In reply to this letter I endeavoured to combat some of the objections here offered to wood floors, and pointed out in particular how draughts through the interstices of the planks might be obviated, by the system of "tonguing," as joiners call it. In reply, I received the following letter:—

"My Dear Sir,

"I am much obliged to you for your kind attention to my communication. I am sorry to find that the Committee's *new* requirement is imperative. I had thought that where, as in Lancashire, the children, with rare exceptions, stand on wooden floors of their own, my nice, clean, dry tile one would have been no hindrance to my reception of Government aid. I am aware of tonguing, and could we be pretty sure of tolerably seasoned timber—a great difficulty—that would do away with a good deal of the objection arising from the admission of air; but that from filth* and noise would still remain. I do not see what good could arise from my writing to the Committee. I must do the best I can without their aid.

"I am, &c.

——— ———."

I could wish that your Lordships would make the substitution of wood for tiles a recommendation instead of an absolute condition in Lancashire, otherwise it will retard improvement here. I dare say that 100 Lancashire schools will cling for twenty years to their tile floors; and I should feel this as a heavy blow and great discouragement to my district.

The unfair practices of some few teachers.

I have expressed the great satisfaction I have felt with the body of teachers in my district, and I do not desire to qualify that statement. I cannot but refer, however, to some proceedings which have come to the knowledge of Mr. Birley and myself, which I desire to mention, in the hope of checking their recurrence. I cannot better explain the practices in question than by inserting the following letter sent to me by a schoolmaster:—

"Rev. Sir,

"I hope you will bear with me while I state to you a few facts worthy of your attention. I believe you are sometimes in the habit of giving the same passages and almost the same questions to different schools, in order to compare their efficiency.

"You examined our school the first in the town, I think, and of course we were unaware what style of questions you would put: else what would be the use of examination?

"Indeed, within the last week or two I had devoted far more time to Scripture than Catechism; when Miss —— told me that Mr. Kennedy *might* ask nearly all the questions in Catechism.

"Now, I have been told of teachers, Mr. —— for instance, sending their pupil-teachers to ours to try to fish out of them what questions had been given at our examination, and thus prepare their children for your visit.

"—— has thus given a good insight as to what their examination would

* The plan of "dry-rubbing," suggested by the Secretary of the Board of Health for our schools, is found to be useless and impracticable. It may suit the clean oak planks on the staircase of a private mansion; it is not precisely adapted to the deal floor of a Lancashire National school.

be if similar to ours—even told them the *very sums* in arithmetic, though not without much pressing.

"I have no doubt, though you give the same questions, you will be able to detect at a glance whether or not the subjects are well grounded.

"Such conduct causes us to stand the brunt of the work, and they escape with comparative ease, and yet pass as good or better examination. I felt, therefore, it was my duty to acquaint you with such proceedings, for I consider them very dishonest.

"I remain, &c.

———."

It is impossible to express too strongly one's disapprobation of the practices referred to in the foregoing letter. For a teacher to incite his pupil-teachers to deceit is perfectly frightful. Such teachers cannot surely reflect on what they are doing. It will be vain for them to inculcate the truths of religion; the pupil will copy what the teacher *is*, not what he says. It is the pupil-teachers thus brought up who will be likely to attempt to copy at their examinations, and who, apart from the moral evil attending their conduct, will imperil in a moment the prospects of their life; for I know that it is your Lordships' intention to punish inexorably any proved attempt to copy in any way.

Pupil-teacher

I am glad to turn from this dark side of the picture to one which I can regard with satisfaction and pleasure; and I can with perfect confidence affirm that the very large majority of my pupil-teachers, as well as of the schoolmasters and schoolmistresses, are discharging their duties in school with zeal and fidelity, are pursuing their own studies with industry and perseverance, and are thus in the way to become excellent head-teachers themselves. Indeed the result of the recent examinations for Queen's scholarships (Christmas 1854), which I have just received from your Lordships, will be a matter of congratulation to all of us in Lancashire, to the Inspector, and to the head teachers and their pupil-teachers. The female apprentices in my district, I see, have specially distinguished themselves. Out of 138 Queen's scholarships awarded to the female apprentices of Church schools in England and Wales, girls from my district have obtained 23, or one-sixth of the whole number; 13 of these are in the first class; 8 are in the first 23 of the first class; 4 are in the first 8 of the first class; and we have the first in the first class, viz., a girl apprenticed in the practising school of our excellent training institution at Warrington,—an institution of which I cannot speak too highly, and which possesses my entire confidence in every respect.

Warrington training institution.

I have the honor to be, &c.

W. J. KENNEDY.

To the Right Honorable
The Lords of the Committee of Council on Education

Summaries of Tabulated Reports on Schools inspected by Rev. W. J. Kennedy and Rev. W. Birley.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
194	106	92	41	78	385,451	30,851	31,725	179	547

Per-centage of Children present at Examination, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as Fractions and	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
28·48	0·14	0·09	0·06	1·95	1·19	15·86	25·1	39·21	1·35	4·26	14·12	17·51	22 24

To write			To read					
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age.)	Catechism.	Holy Scriptures.
34·51	43·17	35·9	33·42	29·66	29·08	2·07	57·27	59·46

Per-centage of Children *on School Registers*

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
21·85	14·47	14·87	14·79	12·81	9·85	4·03	3·01	1·32	3·14	4·26	7·16	12·0	22·68

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 180 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,121 2 0½	8,626 2 3½	11,414 7 0½	3,786 17 10½	24,948 9 2½

Aggregate Annual Expenditure, as stated by Managers, of 180 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
17,704 17 3½	1,725 15 5	5,449 3 5½	24,882 16 2

General Report, for the Year 1854, *on the Schools inspected in the Counties of Chester, Salop, and Stafford, by Her Majesty's Inspector of Schools, the* Rev. J. P. NORRIS, M.A., Fellow of Trinity College, Cambridge.

MY LORDS, December 1854.

Increase of annual grants in last five years, under Minutes of 1846.

IN presenting to your Lordships my fifth annual report on the inspection of Church schools in Cheshire, Shropshire, and Staffordshire, it may be well to state generally the extent to which the claims upon your Lordships' annual grants have increased in the last five years in these counties. At the close of 1849, when I entered the district, I found 272 Church schools liable to inspection; the number now exceeds 400. In 1849, 71 schools were credited with annual grants, in payment of certificated or apprenticed teachers; the number has now reached 180. In 1849 there were employed in the district, 44 certificated teachers (35 masters, 9 mistresses), and 171 apprentices (106 boys, 65 girls); at the present time, I find 180 certificated teachers (117 masters, 63 mistresses); 356 apprentices (187 boys, 169 girls),* and 23 assistant teachers. Perhaps the simplest way of exhibiting the progressive operation of the Minutes of 1846 in these counties, is to compare the amount of money granted on account of teachers, in one year, with the amount granted in another year.

Counties.	Population in 1851.	Annual Grants to Church Schools in	
		1849.	1854.
			£
Chester - - - -	455,725	1,718	3,339
Salop - - - -	229,341	465	1,097
Stafford † - - -	656,934	1,120	3,800
Total - -	1,342,000	3,303	8,236

From this table it appears that Staffordshire has made more progress than either of the two other counties, having more

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* Among the pupil-teachers during the past year there have been, I am sorry to say, four cases of serious misconduct. Six apprenticeships have ceased from disinclination for the work. Of the 44 who have completed their apprenticeships not more than 15 have, I believe, presented themselves this Christmas as candidates for Queen's scholarships.—P.S. Of these, 12 were successful.

† The school-district of Staffordshire includes Dudley and Oldbury.

than trebled its share of annual grants in the last five years. But, taking population into account, Cheshire seems to be still in advance, receiving $1\frac{3}{4}d.$ a head on its population, while Staffordshire receives not quite $1\frac{1}{2}d.$, and Shropshire something short of $1\frac{1}{4}d.$

Educational statistics of district.

Although my own statistics are necessarily confined to such of the Church schools as have sought inspection, it may not be uninteresting to bring into connexion with the above statements some of the results of the Census of 1851, relating to these counties. It may be stated generally that the population of the district is a million and a third; that it has rather more than 1,000 public day schools, of which 800 belong to the Church; and that, of these 800, one half are under inspection. In the following table the figures relating to schools under inspection, whether in receipt of annual grants ("A.G.") or not ("not A.G."), are taken from my own returns. The rest depend for their authority upon the Education Report presented to Parliament by the Registrar-General in the spring of this year. In the first column, I have assumed, in accordance with the most moderate computation, that one eighth of the population may be reasonably expected to be attending schools of elementary instruction.

Counties.	Number of children who ought to be attending some school.	Number of children attending *Public* day schools				Number of children attending *private* day schools.	Totals of children attending some day school.
		In connexion with the Church.			Not in connexion with the Church.		
		Under inspection.		Not under inspection.			
		A.G.	not A.G.				
Chester -	56,965	9,335	4,535	13,130	8,898	19,187	55,085
Salop -	28,068	3,894	3,400	8,706	2,859	6,395	25,254
Stafford* -	82,117	11,871	6,515	17,028	12,139	23,158	70,711
Total -	167,750	25,100	14,450	38,864	23,896	48,740	151,050

Thus it would appear that, taking the whole district, out of every hundred children who might fairly be expected to be attending some day school—

15	are attending	Church schools improved by the Minutes of 1846.
9	„	Church schools not so improved, but under inspection.
23	„	Church schools not under inspection.
14	„	schools not connected with the Church.
29	„	private schools, chiefly dames' schools.
10	„	no school.
100		

I do not wish to make any comments on this most unsatisfactory analysis of the schooling that is going on in this

* Including Dudley and Oldbury.

district. It is due to the operation of the Minutes of 1846, that the 15 children in the first group, and some of the 14 children of the fourth group, have had at least the opportunity of securing a good education placed within their reach; and it may be hoped that this number will continue to increase as it has done, until it absorb many who at present appear to be so ill provided for. When I have spoken of annual grants in the foregoing remarks, I have purposely left out of account the capitation grants, which have come into operation during the past year, being desirous to exhibit the results due to the Minutes of 1846 exclusively.

Capitation grants under Minute of 2 April 1853.

With regard to the Minute of 2 April 1853, in which your Lordships offer annual grants, proportioned to the number of children in regular attendance, to schools in small towns and rural districts, I have to report that the effect of these grants has been already most salutary. Not only has increased aid of a most acceptable kind been given to schools previously in receipt of annual grants, but several other schools, hitherto unable to fulfil the conditions of public assistance, have been in this way stimulated to further exertion and improvement. To reach schools of this description was the express purpose of the Minute. It is to be hoped that, as the advantages of the measure become more generally known, a large number of the schools which I have still to report below the annual grant standard may be encouraged to qualify themselves to receive this kind of assistance. The schools to which this Minute especially addresses itself are schools in agricultural districts, where neither the amount of annual subscriptions, nor perhaps the number of children, has hitherto appeared to the managers sufficient to justify them in engaging the services of a superior teacher. To the managers of such schools, if they will at once procure a certificated teacher, and engage to do what they can year by year to increase the efficiency of their school, an annual grant is offered of 6*s.* for every boy, and 5*s.* for every girl, who can be shown to have attended regularly during the year.

Encouragement of half-time scheme, under Minute of 29 April 1854.

If the managers find that the demand for the labour of the older children is so great that they cannot secure such regularity in attendance as fulfils the requirements of the Minute of 2 April 1853, the Committee of Council will accept a *half-time attendance* from such scholars; a definite scheme having been previously settled for the alternation of schooling with labour. The desirableness on all accounts of such a half-time scheme in agricultural districts, has often been urged in my reports, and will receive some further notice in the latter part of this report.

Need of stimulating humbler class of schools.

In visiting, as I have been able to do during the past year, a larger number than heretofore of the humbler schools of my district, I have been very frequently made sensible of the difficulty of reconciling the duty of maintaining a given standard of efficiency, on the one hand, with the duty of encouraging schools which fall below this standard, on the other. No inspector can fail to be aware of the many and great difficulties that have to be overcome before a school can be established and maintained on an efficient footing. In some hundred parishes, in the course of each year, these difficulties form the subject of his conversation with the managers. Confronted, as he is at each visit, by all the peculiar difficulties of the place; sympathising, as he cannot fail to do, with the anxiety and exertion of those with whom he is thrown; viewing the question, in short, from what may be termed the country side, he is often strongly tempted to wish the conditions of aid somewhat relaxed, and to ask in his report for some indulgence in behalf of a school struggling to attain the annual grant standard, though still falling short of it. But, notwithstanding the apparent rigour of the rule, and notwithstanding the frequent unpleasantness of having to enforce it, it is my belief that the refusal of your Lordships' assistance to schools under teachers who fall short of a given standard of efficiency is working well for education in my district, and that in nine cases out of ten a concession to the demands of an inferior school would be no real kindness to the children of that place. To the managers of such schools I would say, with a confidence that gains strength from each additional year's experience, "It is not increased pecuniary assistance that is chiefly wanted; an efficient school is not more expensive, but rather less expensive, than an inferior one. What is needed is the courage to engage a superior teacher, who will not only make the school more self-supporting, but will also secure to it the benefit of annual grants from the Government."

Fallacy of supposing good schoo more expe sive than a bad one. Statistical proof that reverse is the case.

There is, I believe, a wide spread notion in my district that, in order to qualify a school to receive annual grants, so large a yearly expenditure is required, that *poor* schools, which most need it, are virtually debarred from Government assistance. Convinced that this is an entire misapprehension, and knowing that it is discouraging many from endeavouring to reorganize their schools on an efficient footing, I have been at some pains to compare the expenditure of *annual-grant* schools with that of *non-annual-grant* schools, in the country as well as in towns; and the following tables give the result of my inquiries.

SCHOOLS *not* in RECEIPT of ANNUAL GRANTS

In Rural Districts.	No. in attendance.	Cost per child per annum.	Amount of fees per child.	In Towns or in Mining and Manufacturing Districts.	No. in attendance.	Cost per child per annum.	Amount of fees per child.
		s. d.	*s. d.*			*s. d.*	*s. d.*
Alton	50	32 0	4 4	Brockmore	130	17 4	8 8
Bebbington	109	18 10	7 4	Congleton, St. Stephen's	102	21 1	7 4
Beckbury	47	29 7	6 4	Dudley, St. John's	170	11 8	7 4
Chetwynd	57	25 0	5 4	Fenton	122	13 8	3 10
Danebridge	70	21 4	4 7	Gornal, Lower	198	9 4	4 8
Delamere	60	25 0	1 0	Handsworth, St. James'	115	16 10	4 0
Eastham	63	30 0	6 2	High Lane	72	16 4	9 4
Hanbury	71	23 8	7 1	Hollingworth	58	24 0	15 2
Hodnet	80	16 8	4 6	Leek	147	20 5	8 4
Kinver	166	16 0	7 1	Moxley	75	24 2	10 0
Neston	101	24 9	1 8	Pelsal	70	15 3	7 6
Pontesbury	90	12 0	3 2	Quarry Bank	142	14 6	5 6
Rushall	63	35 4	7 6	Shrewsbury, St. Chad's	89	23 0	4 10
Ryton	50	24 4	5 9	Stafford Forebridge	90	16 8	4 4
Tarvin	80	17 3	3 7	Staly Millbrook	70	24 7	14 0
Tilstock	65	14 2	1 10	Walsall, St. Peter's	173	17 0	9 0
Weaverham	57	37 8	0 4	Wolverhampton, St. Marks'	178	22 2	7 8
Wem	105	19 8	3 9	" St. Matthew's	200	14 4	8 9
Whittington	107	21 6	5 6	" St. James'	278	9 4	4 8
Wombourne	111	19 4	7 2	Wordsley	281	15 8	7 10
Averages	80	23 2½	4 8½	Averages	138	17 6	7 9

SCHOOLS in RECEIPT of ANNUAL GRANTS

In Rural Districts.	No. in attendance.	Cost per child per annum.*	Amount of fees per child.	Amount of grant per child.†	In Towns or in Mining and Manufacturing Districts.	No. in attendance.	Cost per child per annum.*	Amount of fees per child.	Amount of grant per child.†
		s. d.	*s. d.*	*s. d.*			*s. d.*	*s. d.*	*s. d.*
Acton	280	15 0	6 11	9 7	Burslem	221	16 1	9 7	7 3
Alrewas	58	28 6	6 6	12 0	Chances, Spon Lane	324	16 8	14 0	8 3
Arley, Upper	73	24 6	8 6	5 6	Chester St. Oswald's	127	17 4	10 0	11 0
Astbury	110	29 6	8 0	10 3	Congleton, St. James'	235	13 0	7 8	10 0
Batley	75	23 0	9 2	12 8	Coseley	150	22 0	12 3	11 9
Brockton	34	41 0	10 1	- -	Crewe	405	17 8	8 10	9 8
Chesterton	118	14 8	7 10	8 0	Dudley, St. Thomas'	183	17 2	10 6	6 6
Essington	62	29 10	7 9	5 8	Dukinfield, St. John's	279	13 6	10 5	6 0
Freehay	91	22 0	5 4	16 0	" St. Mark's	246	14 8	10 0	5 10
Grappenhall	131	22 6	6 5	11 0	Kidsgrove	185	15 3	10 2	19 0
Ipstones	56	29 0	6 4	17 0	Macclesfield, St. Paul's	110	16 4	12 6	5 5
Lilleshall	114	23 3	6 8	9 11	" Hurdsfield	320	11 0	7 6	5 6
Lostock Gralam	80	16 7	6 0	8 0	" Sutton, St. Geo.	216	19 0	11 0	2 11
Milwich	70	28 2	11 3	11 5	Newcastle	231	13 7	7 6	6 5
Rocester	135	17 10	7 3	9 4	Staley, St. Paul's	248	10 8	10 8	5 0
Rodington	80	19 2	7 9	3 9	Stockport, St. Thomas'	100	21 4	12 7	13 0
Stretton	101	25 6	6 8	11 9	Stone, Ch. Ch.	216	12 3	8 8	6 0
Tarporley	95	22 4	13 2	6 7	Tunstall	276	11 10	7 1	3 7
Worthen	70	19 0	6 4	9 0	Wednesbury, St. Bartho.	182	14 3	10 9	16 2
Wrockwardine	59	33 0	9 6	23 0	West Bromwich, St. Jas.	260	14 0	8 0	10 0
Averages	95	24 2	7 11	10 0	Averages	225	15 6	9 10	8 0

* Exclusive of grants from the Committee of Council on Education.

† In this column, grants to teachers alone are taken into account.

By the help of these tables we may easily ascertain the comparative expensiveness of these four classes of schools. Subtracting the average amount of income derived from the children's payments from the average expenditure, we have a remainder which represents the sum required to be raised in the way of voluntary subscriptions or otherwise. Thus it appears that, for the class of schools which have *not* taken advantage of the Minutes of 1846, subscriptions to the amount of 18*s.* 6*d.* per head in the country, and of 9*s.* 9*d.* in manufacturing districts, have to be raised to defray the school expenses; while for schools which have taken advantage of the Minutes of 1846 subscriptions to the amount of 16*s.* 3*d.* per head in the country, and of 5*s.* 8*d.* in manufacturing districts, are sufficient. In other words, it is evident that, irrespectively of any annual grant, a school which has been raised to the standard of efficiency required by the Minutes of 1846, is *less* expensive than the school which has not been so improved. When the Government grants are taken into account, the contrast is still more striking. For, whereas, the latter class of schools have nothing but the children's pence to add to the subscriptions, in the former class, to meet a *smaller* amount of subscription, there is, in addition to the children's payments, an annual grant of 8*s.* or 10*s.* per head from the Government. The explanation of this very satisfactory result of the comparison of these two classes of schools is to be sought, I believe, in the two following facts:—

Comparison between *town* schools and *country* schools, in respect of school fees, and prospect of their becoming more self-supporting.

1. A trained and certificated teacher, with a prospect of receiving 20*l.* or 30*l.* per annum from Government, will not require a much higher local salary than an inferior teacher would expect without such additional grants.

2. Experience proves that the better the school is, the more cheerfully will the parents pay, especially when they find their children taught by pupil-teachers instead of the little monitors, whom they always dislike. Moreover, the superior teacher generally attracts to the school some few children from a class that can afford to pay a higher rate of fee; and thus, in both ways, the annual-grant school becomes more self-supporting. The measure in which schools may hope to become self-supporting varies, of course, not only with their efficiency, but also with their locality and size.

Of the schools inspected by my colleague, the Rev. H. R. Sandford, and by myself, during the past year (340), one-half have now raised the school fee for some portion of their scholars to 3*d.* or more, per week. And out of 275 schools of whose income I have detailed returns, I find that in fifty-five cases the children's payments constitute more than half of the income; and in three cases the schools are self-supporting.

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I was hardly prepared to find the almost uniform contrast between the town schools and country schools in this respect. Of these fifty-five schools, fifty-two were situated in mining or manufacturing districts; and from the latter of the two tables given above, it appears that in the twenty town schools the children contribute *two* thirds of the income, while in the twenty country schools their payments only amount to *one* third. Thus it would appear that the towns have no fair reason to complain of the additional measure of relief, in the form of capitation grants, being confined to country schools. For from the tables given above, it may be seen that while a rural district, with a school of 95 children, has to subscribe 77*l.* per annum for its maintenance, a town district, with a school of 225 children, need only subscribe 64*l.* The difference would barely be covered by the capitation grant, even if the country school could claim it on account of half its children.

easons f this.

The difference between the expense per child of a town school, and the expense per child of a country school, in favour of the former, is at once explained by the town school being on an average more than twice the size of the country school; for the same staff of teachers is often wanted for a small school that would well suffice for a larger school. The difference in the average annual amount of each child's school fees cannot of course be so explained, but may be understood, I think, very clearly by reference to the subjoined table, in which I have analyzed the rates of payment in the twenty town schools, and in the twenty country schools respectively.

Rates of payment per week -		1*d.*	1½*d.*	2*d.*	2½*d.*	3*d.*	3½*d.*	4*d.*	5*d.*	6*d.*	Over 6*d.*
Number per cent. of children paying each of the above rates	In Town schools -	1	1	52	1	28	0	13	0	4	0
	In Country schools -	19	6	40	6	12	1	6	[illegible]	6	2

From these figures we see that in the town schools the mass of the children pay the middle fees (2*d.* 3*d.* and 4*d.*) whereas in the country schools, though there are more paying the highest fees, the majority pay a much lower fee. This is what would be naturally expected from the composition of the population in the town and in the country respectively. In the former we have a large middle class of small shopkeepers and artisans sending their children, while in the latter we have a number of labourers with a few tenant farmers, perhaps, who have the good sense to find out that their children receive a better education in the Church school for 6*d.* a week, or 6*s.* a quarter, than they would obtain in the commercial academy for a much larger sum. Another inference may, I think, be

drawn from this last table, which experience would confirm. Striking an average, we find that the mean rate of fee for the town schools would be 2¾*d.* a week, and for the country schools 2½*d.* Referring to the former tables, it appears that the average amount paid by each child in the year is 9*s.* 10*d.* in the former, and 7*s.* 11*d.* in the latter. Hence we may see that the children pay on an average for forty-three weeks in the year in the town schools, and for only thirty-eight weeks in the country schools. From which it would appear that country schools need not only the relief, but also the stimulus to greater regularity of attendance, afforded by the capitation grant, in a greater degree than town schools. My chief purpose in instituting this inquiry into the expenditure and income of the better class of schools under my inspection has been to convince school managers that, by engaging certificated teachers, and so qualifying their schools to receive annual grants from the Government, they do not increase their pecuniary liability, but rather diminish it. If this were generally understood, I feel sure that many of the schools, which are still being carried on upon the old monitorial method, would be at once re-organized upon the improved system.

Even if all schools were to become annual-grant schools, great difficulty of retaining children would remain.

But even supposing all the schools in the district were raised to this standard—a very distant prospect—the work of education would be only half accomplished. Of the 15 per cent., whom I have reported to be attending annual-grant schools under my inspection, how few remain long enough to profit by the means of education there offered to them! By referring to the summary of the ages of the children appended to this report, it will be seen that after the completion of their ninth year they begin to leave; of the 14 or 15 per cent. who are found at school of this age, some will fall off in each succeeding year, and not more than two or three will continue to attend until they are thirteen. I believe I was rather above than below the mark when I said, at the close of my last report, that, out of every hundred children in my district, not more than six or seven were really profiting by the improved education introduced by your Lordships' measures. It cannot be too often repeated that the great difficulty now is, not so much to provide good schools, as to persuade the people to take advantage of them when established. Until some further legislation, upon the principle of the Factory Acts, shall protect young children from the unnatural demands made upon their immature strength by the need or cupidity of their parents, and by the imperious requirements of industrial competition, all that can be done to meet the evil

is to supply them with opportunities of further schooling in the intervals of employment

evening schools.

It is with this view that *evening* schools have been established in several parts of my district. In my report on the Staffordshire Prize-Schemes, which appeared in the Minutes of the Committee of Council last year, will be found (Vol. I., p. 408) some account of the Messrs. Bagnall's evening school at Capponfield. Notices of Messrs. Chance's evening schools are included in my tabulated reports. I regret that I have been unable to visit the evening school carried on in connexion with the National school at Much Wenlock. The vicar (the Rev. W. H. Wayne) reports very favourably of its progress. I have also satisfactory reports of evening schools at Macclesfield, St. Paul's, and at Willenhall, Trinity. For the following reports of some other night schools in the district, I am indebted to the kindness of my colleague, Mr. Sandford:—

Runcorn, Holy Trinity, 6 December 1853.

I visited a small night school held in the boys' school-room here, where about fifteen lads and men were being instructed by the Sunday-school teachers. The school seemed to be conducted on no particular system. Many of the scholars seemed anxious to learn.

Coseley, 20 March 1854.

There is a school here in connexion with Messrs. Bagnall's works, close to the furnaces, which is used for the purpose of Sunday and weekly prayers for the workmen, and in which a night school also is held three or four days in the week. I was invited to visit the school, and found about thirty lads from the collieries and works adjoining, under the charge of a young master (formerly a pupil-teacher in Coseley National School). The school was not organized on any regular plan, nor conducted with much method. Many, however, of the boys employed about the furnaces seemed to have profited from the pains taken with them, and were pursuing their tasks with the zeal generally displayed by boys who have so much lost ground to recover. Those employed in the pits seemed to have been rendered incapable, through bodily fatigue, of much mental effort.

The clergyman, who acts as chaplain to the Messrs. Bagnall here, complained much of their ignorance, and was contemplating a plan for getting them to school on the days when the colliers usually *play* in these parts (the second and perhaps third day in the week). Many of the more intelligent of them took part in a simple choral service which was held in the school chapel twice a week (about twenty of the boys, from thirteen to sixteen years of age).

Bridgnorth, St. Mary's, 18 May 1854.

I was invited to visit a night school in connexion with the above, where a large number of girls and young women, employed in the factories of the town (in carpet weaving), were being taught by the clergy and some ladies of the parish, the master of the day school assisting occasionally. Great difficulties had been overcome in getting the school into fair order. Many of the scholars, grown-up young women, seemed most assiduous in their efforts to learn, and the first class had attained considerable scriptural knowledge. Many of the girls showed quickness, and a readiness which the experience of life perhaps had given them, but seemed to want reflection, and the power of concentrating their attention on any subject.

The assistance of a teacher instructed in methods of training and disciplining the mind would be a great benefit to this school.

As there were seventy or eighty present even at the season of the year at which I visited it, the school must be an important one.

Macclesfield, Old Church, 28 September 1854.

An assistant teacher, who gives instruction in the day school in the afternoon, undertakes the chief part of the work in the night school here. It is held five nights in the week, two hours each time. Boys and girls from neighbouring silk factories are taught as one school, with this precaution, that they leave the school at different hours. I found about forty present; in the winter there are upwards of sixty; about twenty-five of these would be from thirteen to seventeen years of age. I was pleased with the lesson, an elementary one on geography, given by the assistant teacher (Mr. Roberts). There seemed to be a disposition to take pains on the part of the scholars. The school might have been organized on a better plan.

Hurdsfield (Lower), Night School, 14 September 1854.

There were twenty or thirty boys present in this school when I visited it. The assistant-teacher, Mr. Wheeler, has charge of it, and it is held, like the last, five nights in the week. Several of the old (day) scholars attend this school. In the winter the average number is forty, I believe. The instruction was, of course, elementary; but the first class—from having, I suppose, observed the engines in the factories—showed some intelligence during a short lesson on the steam-engine, given by the master (for the first time). I should be glad to see boys of a more advanced age attending the night schools in this town; about thirteen in this school were between thirteen and sixteen, the rest were younger.

Bollington, 19 September 1854.

There is a night school both for boys and for girls here. That for boys is conducted chiefly by the assistant master, Mr. Topham. It is held on four nights in the week, and has an average attendance of forty or fifty in the winter. Several of the elder boys showed intelligence. The school is fairly arranged. The night school for girls is only held two nights in the week. A great part of the instruction is given by the clergyman himself. The mistress of the day school superintends the needlework, and gives occasional lessons. The average attendance is about forty or forty-five. I am glad to hear that since my visit an assistant teacher has been appointed to the school, as the work was too much for the mistress. A right spirit was evinced by the factory girls attending this school. At Bollington Cross (near this) the needlework of the night scholars, who are girls of the same class, goes a great way towards the support of the day school. This work they give gratis.

Congleton, St. James's, 5 October 1854.

The night school (for boys only) in connexion with the day school here seemed to be ably conducted, and with more method than usual, by the assistant-teacher, Mr. Tilley. The managers expressed their admiration of the Minute (July 1852) which authorizes the appointment of such teachers. This school, which is held on four or five nights in the week, had an attendance of about fifty boys when I visited it. The elder boys seemed to possess considerable scriptural knowledge, and were receiving simple instruction in geography, as well as in reading, writing, and arithmetic. There is a cricket club in connexion with this school. A kind and hearty spirit seemed to exist between the clergy, teachers, and scholars here.

Stoke-upon-Trent, Night School, 13 November 1854.

I only found thirty scholars present; last year there were about seventy, of both sexes. The school was in better order than I found it in last year, and the girls were being taught in a separate room from the boys. I was sorry

to find that in other respects the school had not made more progress. An assistant teacher is much wanted here. Two untrained teachers, assisted occasionally by the clergy and the master, have charge of the boys' school. There were about eighteen present, between the ages of thirteen and sixteen. The extreme youthfulness of the scholars was a painful proof of the early age at which children are taken to work in the Potteries. The school is held on five nights in the week.

Hanley (National) Night School, 27 November 1854.

Another night school in the Potteries, for boys only, kept in excellent order by the indefatigable master of the day school, Mr. Chell. There were eighty-two present—many of them old scholars from the day school—who shewed in their work the neatness usually evinced by Mr. Chell's pupils, though but few of them had attained much power of expressing their thoughts in writing. Efforts had chiefly been made to ground the more backward ones in religious knowledge. The introduction of some secular instruction would, I think, have tended to open their minds more, and would have rendered them more accessible to religious teaching. The school is occasionally under the sole charge of an assistant teacher (paid by the pence, I believe), but the master usually superintends it himself. It is open on four nights in the week. About sixty-five of the boys were from thirteen to eighteen years of age.

Mayfield, 30 November 1854.

The night school is held here in the same room for boys and girls. When I visited it there were only thirty-two present, who were being instructed by two ladies, assisted by the master and clergyman. Much pains had been taken to get the school into order, with very fair success. The assistance of a trained teacher would be a great advantage here. There were but few (perhaps twelve) above the age of fourteen present. In spite of the mixed system at present adopted, I think it would be a great point if scholars of a more advanced age could be brought to attend.

There are several other evening schools in operation in the manufacturing parts of the district, which the pressure of our engagements has made it impossible for us to visit. It would be difficult to estimate too highly the devotion and self-sacrifice which the maintenance of such evening schools implies on the part of the clergyman and those who assist him. When I have asked, "Who teach the evening classes?" the answer most generally has been, "Myself, with some members of my family, and my Scripture reader," or some other zealous volunteer. The Minute under which assistant teachers, paid 25*l.* per annum, have been allowed to be employed partly in evening schools, has done much to encourage their establishment; and if some further assistance could be extended by your Lordships towards their maintenance, I believe they would soon become almost universal in the mining and manufacturing parishes of my district.

eed of rther aid evening hools.

It has occurred to me that a most valuable class of men, whom the pupil-teacher system is tending to banish from the profession of schoolmasters, might be recovered to it by means of a Minute expressly framed to meet the requirements of evening schools. I allude to a class of men by no means un-

common in the manufacturing districts—men who, under the constraining influence of religious feeling, or a strong natural love of teaching, have, perhaps, for many years devoted such time as they could rescue from the loom or from the shop to the Sunday school or evening school of their parish. The qualifications of these persons generally embrace an intimate acquaintance with the text of the Bible, and a self-taught knowledge of arithmetic and algebra. By recognizing such persons as assistant teachers in evening schools, and granting to them some small yearly payment (say 10*l.*), I believe that many would be induced to lay by money, and to extend their studies with a view to spending a year in one of our training schools, and entering the profession of schoolmasters. The recent Minute admitting other students besides pupil-teachers to examination for Queen's scholarships, would also operate as a powerful inducement to such a course. Corresponding to these there might be found in most parishes one or more women who would be glad to make the evening school in this way an avenue to regular employment as teachers. Such persons, at present, having no place in the National school system, often open small private schools, and so thwart rather than further the progress of the public school. A measure that would enlist persons selected from these two classes in the cause of public education, as stipendiary night-school teachers, would in my district be as popular as it would be beneficial. In the agricultural districts the night schools are less frequent, and are generally confined to the winter months.

HALF-TIME SCHEME, and industrial work agricultural districts.

At TEDDESLEY the boys employed on Lord Hatherton's home farm have a night school during the winter, replaced by an early morning school (from 6 to 8 a.m.) in the summer months. This *farm school* received some notice in my report last year. It is being carried on with great spirit, and with good results. At MIDDLE, near Shrewsbury, the *half-time scheme* has been tried with good effect, the elder boys being employed, under superintendence, on the neighbouring farms, with regular wages, during some portion of each day, and attending school during the remainder of the day. The rector (the Rev. G. H. Egerton) writes to me that he considers the scheme "good in itself, perfectly feasible, though somewhat troublesome, and very acceptable to the parents," and adds, "that latterly it became self-paying." To the detailed account of industrial operations given in my last report, I have not much to add. Among the boys' schools, ACTON continues to be, perhaps, on the whole, the most important and successful: not only is the garden cultivated in the best possible manner, but the netting and basket-weaving for wet days, and the arrangement by which the elder boys are employed part of their

time on the neighbouring farms, continue to work well. LILLESHALL continues to afford the best example of an allotment garden. Grants on account of school gardens have also been awarded to BRIDGNORTH (BLUE COAT), DONINGTON, ESSINGTON, NORTON-IN-THE-MOORS, and TARPORLEY. The field gardens at CAPESTHORNE and IPSTONES seem to deserve special notice; I am glad to be able to give in the Appendix* some account of their further progress. In neither place can the field-garden be said to have been thus far sufficiently successful to entitle it to be considered otherwise than as an experiment. Further experience confirms me in the conclusions which I stated on this subject in my report for 1853 (page 518); and I would add to the four conditions of success there mentioned, that school gardens are most likely to succeed when one or other of the following conditions are fulfilled:—

(1.) In populous districts, where the parents have, for the most part, no cottage gardens, as in mining districts, and in the immediate neighbourhood of small towns; or

(2.) In rural districts, provided that the school includes not only day scholars, but also *an establishment for boarders.*

It appears to me most desirable that this latter kind of school should be more generally established in country places. Not only does it afford the means of giving a sound agricultural education to the children of farmers, but it presents the only way in which a school can hope to become self-supporting in a small country parish. At OCKHAM, near Ripley, in Surrey, there is an excellent specimen of such a school, of which some account will, I believe, be given by my colleague, Mr. Bowstead, in his General Report. In the same Appendix will be found a letter from the master of the STRETTON school, near Warrington, describing the annual *flower show*, which takes place in connexion with the school.

ize-
eme. In Appendix B. are the rules of a prize-scheme instituted by the Rev. Offley Crewe, in connexion with his excellent school at Astbury, near Congleton.

rls' indus-
al work. The industrial work in connexion with girls' schools continues most satisfactorily. I have nothing new to add to the notices inserted in my last report. ACTON, LAWTON, SANDBACH, and ASTBURY are the most complete in their arrangements. Laundry work has been commenced at MIDDLE. I hope next year to have to report to your Lordships on ten such industrial establishments.

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fil condi-
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nt in
) cases. In conclusion, it is my duty to call your Lordships' attention to two cases which will serve to justify the administrative precautions that are taken in endeavouring to ascertain

* Appendix A.

beforehand that the Parliamentary Grant be not expended in the erection or establishment of schools which cannot be maintained, or of which the sites are not duly conveyed in trust.

Macclesfield, Crompton Road, Ch. Ch.

The first case is that of a National school at Macclesfield, known as the Crompton Road School, in the district of Christ's Church. Your Lordships were pleased to grant 232*l.* towards the building of this school four years ago; the usual assurance being given by the promoters that a day school was urgently needed, and would be efficiently maintained. My reports on the school have been very unsatisfactory thus far; and it is now plain that, although the building is most useful as a place for Divine worship and Sunday-school teaching, yet it is not fulfilling the purposes of a daily school, for which your Lordships were induced, by the statements of the promoters, to make the grant.

Alsager's Bank, near Audley.

The second case is that of a school at Alsager's Bank, near Audley, in Staffordshire. This school has received the following grants out of the Parliamentary votes, viz.:—part of a grant of 390*l.* awarded towards the erection of three schools in the parish of Audley, in the year 1837; and 20*l.* towards the purchase of school apparatus in the year 1845. A deed, conveying the site and premises to trustees, was sent to the Council Office in 1845; but, owing to an error, which was not detected at the time, the applicants for the grant of 20*l.*, who were simultaneously seeking a grant for another school in the same parish, on receiving back the deeds of the two schools, endorsed the memorandum to secure the right of inspection upon only one of the deeds,—not upon that of the Alsager's Bank School. The successor of the grantor of the site now, not only refuses to admit Her Majesty's Inspector into the school in respect of which the error occurred, but also, claims the school as his own private property.

I have the honor to be, &c.

J. P. Norris.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX A.

INDUSTRIAL WORK IN AGRICULTURAL SCHOOLS.

Capesthorne and Siddington.

Master's Industrial Report.

Extent.—About three quarters of an acre have been cultivated this year. The remaining 1½ acres have not been broken up, but used as pasture for the cow.

Crops.—Potatoes, ox-cabbage, turnips, mangel-wurzel, and house vegetables.

Number employed.—Six to ten.

Remuneration.—3*d.* or 4*d.* per half day.

The boys work each afternoon (weather permitting), usually under the superintendence of a paid labourer. They have been frequently employed on the Hall-farm.

I am sorry that I cannot report very favourably of our industrial operations at present. The district is a peculiar one. The estate is divided into moderate-sized holdings, and to almost every cottage is attached, besides a large garden, a sufficient quantity of land to maintain one or two cows. The effect of this is to give a considerable amount of employment of an excellent kind at home to both boys and girls, and also to diminish poverty to such an extent as to make the parents regardless of the wages which their children might earn at school. I do not think that the industrial instruction is valued by the parents. The remarks on this subject made by the clergyman of Essington (page 854 of your last report) coincide with our experience. Perhaps, too, when a boy has been employed an hour at home in attending to the cow or pigs, and has then walked a mile or more to school, it is not desirable to employ much of his school-time in manual labour, as he has the prospect of the return walk and home labour when school is ended.

I have generally found the boys much interested in the theory of cultivation, and the parents seem to like this kind of instruction.

We have two girls learning domestic work, washing, dairy-work, &c. They are employed alternately for a week during the morning in this kind of work, and in the afternoon in needlework. They are responsible for the cleanliness of the school, though this work is done by the other girls.

(Signed) Alfred Diggens.

Ipstones Agricultural School, near Cheadle,

Rev. Sir, 23 December 1854.

Experience of past year.

Further experience convinces me of the value of school gardens, of the desirableness of cultivating them in allotments and in such a manner that the industrial sh ll not interfere with the school work. People say they send their children to learn to read and write, that they will be sure to learn how to dig and plant.

Plan for next year.

It will be useless for me to think of cultivating all the ground with the children of the labourers attending the day school; but I hope to get those attending the Sunday and evening schools to take allotments; and that will, I think, fulfil all the purpose of a school garden, which appears to me to be differene from that of merely making boys good labourers (handy, hardy workmen); it is rather to make them good men (self-dependent, truthful, provident members of society). I am inclined to think that no plan will be found so effectual for the fitting of a lad's bodily frame for his daily labour, without neglecting his education, as that of the half-time system, combined with evening schools for youths between 12 and 16 years of age. Industrial schools have not realized all that was expected of them, because too much was expected. They are only one among several other things required to im-

Object of industrial schools.

Why industrial schools have not

prove the habits of the people. We had a course of lectures last winter; they were tolerably well attended. I hope, when we obtain our grant of apparatus from the Committee of Council, to have another. My little museum is steadily improving; we are making some mechanical models; people are getting proud of their school—a good sign. Last year we established a reading-room; it is novel in some of its features; we supply reading to people at their own fire-sides; many will read newspapers that will not read books, but individually they can only afford *trash;* and if two or three take a paper, it costs them more than the subscription to the room. We take one daily and four weekly papers. Daily papers are sent out when they have been on the table two days; weekly papers, when another is received. If I send a person the *Times* a day old one night, I send the *Illustrated London News* a week old the next, and so on; they are sent by the children, who of course read them to their friends at night; so that a taste for reading is being formed; about ten papers go out each night. It will be self-supporting next year; we have 14 subscribers of 10*s.* per year, ten of 7*s.* 6*d.*, and eight of 5*s.*

done all th was ex-pected, other thin required. Lectures. Museum and mode Reading room.

When we compare what is being done in this parish with what wants doing, how trifling the former appears to the latter! I am satisfied that, unless some means are found for securing the attendance of the children of the labourers, all that we are doing in education will only tend to a wider separation of classes. A few are receiving a good education, but juvenile labour is becoming more valuable; consequently the mass are neglected. I fear there are more people growing up in Ipstones unable to read and write than ever. I find it perfectly hopeless to attempt to contend with the selfishness of many employers, and the ignorance and carelessness of parents. The generality of people set greater store by present than prospective pleasures; and, therefore, they value an addition to their income more than the future welfare of their children. Still the strongest inducement to people to keep their children to school is the finding it makes them more successful in life. The most prosperous school I know, is one that has been established 12 or 14 years, and has been aided by its patrons, who have obtained appointments for the most diligent and praiseworthy scholars.

Progress o education Ipstones.

The population of this parish is 1,292; out of those there should be, taking one in eight, 161 in school. The average attendance, for the past year has been 63·06; 97 children have been on the books the whole year: of these 38 have attended less than 176 days; 17 less than 100 days; and 29 less than 50 days.

Attendan at school past year.

I have the honor to be, &c.

(Signed) JAMES STOLLARD.

IPSTONES AGRICULTURAL SCHOOL.—1854. (One acre.)

Dr.	£	*s.*	*d.*	*Cr.*	£	*s.*	*d.*
To hired labour	0	13	6	By balance	1	10	3
,, manure	3	13	3	,, early cabbage	1	0	0
,, seed	0	13	6	,, cabbage plants	0	2	1
,, tools	0	3	6	,, potatoes	1	10	7
,, rent	3	0	0	,, turnips	0	19	9
,, cash divided among boys	1	10	0	,, savoys	0	6	0
,, balance in hand	1	4	11	,, cow-cabbage	2	10	0
				,, value of manure on hand	1	10	0
				,, grant from Committee of Council	1	10	0
	£10	18	8		£10	18	8

STRETTON, WARRINGTON.

DEAR SIR,

YOU desired me to forward you an account of the Stretton school yearly flower-show. At this show prizes in the form of books are offered for competition to the boys and girls attending the day school. The following is a catalogue of the flowers, fruit, and vegetables allowed for competition :—

For the three best window plants of various sorts, each plant to have its name neatly written upon a label	- -	two prizes.
For the best single plant	- - - - -	one prize.
Ditto nosegay	- - - - -	several prizes.
Ditto gooseberries, smooth	- - - -	one prize.
Ditto ditto rough	- - - -	,,
Ditto strawberries	- - - - -	,,
Ditto cherries	- - - - -	,,
Ditto rhubarb	- - - - -	two prizes.
Ditto peas	- - - - -	,,
Ditto potatoes, kidney	- - - -	,,
Ditto ditto round	- - - -	,,
Ditto dish of salad	- - - -	one prize.

Other small prizes are also given for encouragement, not reckoned in the former list.

As most of the children attending these schools are the children of labourers, these were offered as a stimulus to the neat and most profitable method of cultivating their cottage gardens; and it is quite a pleasure to go about from cottage to cottage in the spring time of the year, and particularly for a few weeks previous to the show, to see the care and anxiety the children display, as well as their parents, in training and cultivating the flowers, &c., they intend to exhibit. Were these the only fruits resulting from this exhibition, it would be gratifying to its supporters, but it is generally observed, that a neglected cottage garden is the omen of neglect in the cottage itself; and the leading object of this show is the desire to improve both the outward and inward appearance of both garden and cottage. I intend this winter to introduce netting, basket and besom making.* It is quite pleasing to see the interest manifested already by the children, who are now very busy preparing needles and meshes for the purpose, each making their own. I hope next year to persuade the children's parents to let them have a small portion of their garden to cultivate themselves, under the management of their parents, each to keep an account of income and expenditure in their own handwriting attending such cultivation.

My object in doing this is to train them to habits of economy, as I think the poor would be able to lay more by and spend their money more carefully if they kept a weekly account of their expenses, &c. I shall be most happy to hear from you, and whether you approve of my suggestions.

Believe me to be, &c.

20 Sept. 1854. (Signed) ISAAC WALTON.

APPENDIX B.

PRIZE-SCHEME.

PRIZE-SCHEME FOR THE BOYS AND GIRLS OF THE ASTBURY SCHOOL.

First.—Any boy or girl of at least 12 years of age, whose name has been on the books for two years at least, and whose conduct and attendance have been satisfactory, shall be presented with 1*l.* to be put into the savings bank in his or her name, if he or she is able, on examination—

* Netting and basket-making were introduced at Acton two years ago, and are still practised with satisfactory results. *See* Minutes of Committee of Council, 1853–4, vol. ii., p. 510.—J. P. N.

a. To read, with intelligence, an ordinary prose narrative, pointing out the parts of speech in a simple sentence.
b. To write the same from dictation, neatly and correctly.
c. To show such proficiency in arithmetic as may be expected from boys or girls in the first class of their respective schools.
d. To know the outlines of the Old Testament up to the division of the kingdoms of Judah and Israel; to know the outlines of our Lord's life, and to show a comprehension of the Church Catechism.
e. In the case of girls, they will also be expected to cut out and make a shirt sleeve.

I. The savings bank book will not be given to the boy or girl till two years after the examination, when if he or she is able to pass a second examination (the particulars of which are stated below), the boy or girl will receive a second prize; but whether this second examination is passed or not, the 1*l.* will then be given.

II. If a boy or girl, who is entitled to this prize, dies before the two years are completed, the money shall at once be given over to the parent.

III. The examinations shall be conducted, if possible, by Her Majesty's Inspector of Schools for the district.

IV. A printed card shall be given to those who obtain the 1*l.* prize, entitling them to be examined again at the end of two years.

The object of this prize is to induce parents to keep their children at school longer and more regularly than is at present the custom, and to hold out to the children themselves an additional motive to diligence and good conduct,

The printed cards which will be given (even if the holders of them should not present themselves for the second prize) will form a lasting certificate of good conduct at school, and will be a just object of satisfaction both to the possessors of them and to their friends.

Second.—At the end of two years from the first examination, those who have obtained the first prize may present themselves again, and they shall receive a further prize of 2*l.* if they are able—

a. To pass a satisfactory examination in the same subjects as before, but showing more ripeness of understanding.
b. To answer questions in some one higher subject of mathematics, such as mensuration or mechanics for boys, and book-keeping for girls.
c. To show a fair knowledge of some one of the five following periods of English history, in connexion with the geography of Europe:—
  I. From the earliest records to the Conquest.
  II. From the conquest to Henry VII.
  III. From Henry VII. to Charles I.
  IV. From Charles I. to Anne.
  V. From Anne to the present time.
d. In the case of girls, they will also be expected to cut out and make up a shirt.

I. Candidates who present themselves to be examined for this second prize must bring with them a certificate of good conduct from their employer, and from the clergyman of the parish or district in which they may be living.

II. The 2*l.* shall be invested in the savings bank, and then the savings bank book (containing a total investment of 3*l.*) shall be given over to the successful candidate.

III. A printed card shall be given to the boy or girl who obtains this second prize, and should any candidate show excellence in any one of the subjects of the second examination, a medal may be additionally awarded.

IV. In order that boys and girls may have the opportunity of keeping up and enlarging their knowledge after leaving school, they shall, on payment of one shilling, have given to them, a History of England, an Arithmetic, and a Grammar.

The object of this prize is to induce boys and girls to keep up their learning after they have left school, and at the same time to teach them habits of

economy and self-respect, by making them possessors of a savings bank book of their own.

The card and medal which will be given with the last prize will be a much more valuable certificate of good conduct than the former one, inasmuch as it will extend over a larger period, and a period moreover during the latter portion of which the boys or girls will have, in some degree, been acting upon their own responsibility.

The names of the successful candidates shall be written on a framed sheet, which shall be placed in the school-room; but should any one subsequently to obtaining these prizes gravely misconduct him or herself, the name of the offender shall be blotted out as unworthy of so honourable a mention.

APPENDIX C.

Summaries of Tabulated Reports on Schools inspected by Rev. J. P. Norris and Rev. H. R. P. Sandford.

Summary *a*.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
342	158	142	87	159	364,283	35,905	36,277	165	321

Per-centage of Children, *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as: Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
29·58	0·09	0·49	0·12	4·15	6·34	12·31	18·96	33·71	2·22	3·61	13·36	18·6	20·7

To write.			To read					
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted Age).	Catechism.	Holy Scriptures.
36·72	43·83	34·18	25·57	31·08	35·32	8·9	70·24	63·2

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

Per-centage of Children on *School Registers*

Aged									Who have been in School				
Under Seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
32·02	14·09	14·22	12·7	10·72	7·74	1·38	2·38	1·15	5·9	4·53	8·49	11·81	34·68

Summary *b.*

Aggregate Annual Income, as stated by Managers, of 275 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
2,253 11 8½	10,728 17 10½	10,632 16 2½	5,438 5 4	29,053 11 1

Aggregate Annual Expenditure, as stated by Managers, of 275 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	Total.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
21,111 8 8	1,892 19 7½	5,028 5 7½	28,032 13 11½

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools, the* Rev. D. J. STEWART, M.A., &c., *on the Schools inspected by him in the Counties of Northumberland, Durham, Cumberland, and Westmoreland.*

MY LORDS, Durham, 1854.

IN drawing up my report to your Lordships for the year ending 31 August 1853, the object I had in view was to bring under your notice the impressions I had derived from comparing the statistical returns of the Registrar-General with my own actual experience of the condition of elementary education in this part of England. The observations made during another year have certainly strengthened the opinions I then ventured to express. The most gratifying confirmation of these views is to be found in the educational movement in certain parts of this district, which it is my duty now to mention.

Newcastle-on-Tyne. The present Vicar of Newcastle-on-Tyne, the Rev. Clement Moody, has had considerable success in calling the attention of his people to the deficiencies which have so long oppressed the educational progress of that important borough. In the month of June last a public meeting was held, under the presidency of the Mayor, in the Music Hall, to enable the Vicar "to lay before the inhabitants of the town certain statements with respect to the education of the industrial classes, with the view of building additional schools in connexion with the Church of England." The motions proposed and adopted on this occasion, with the unanimous consent of a very large meeting, show how completely and fully the wants of the borough were admitted without question, and how comprehensive are the measures proposed in order to meet them.

It was determined,—

"I. That a subscription be opened immediately, in order to raise the sum of 12,000*l.* for the purpose of building ten schools in connexion with the Church of England.

"II. That the proposed schools be placed under Government inspection, and that the committee of management be constituted according to the directions of the Privy Council in their clauses of management.

"III. That a committee be appointed to carry out the proposed scheme. The committee to consist of the mayor, the vicar, the incumbent of each parish, and one layman from each parish, the master of St. Thomas' Hospital, and one layman of the congregation."

A letter addressed to the Vicar by Mr. Sopwith, and read at this meeting, contained a valuable testimony to the sound-

ness of the opinions which had led to the adoption of these resolutions. "Some thirty years ago Newcastle was in advance of most provincial cities and towns in respect of general education, both as regards rich and poor. * * * * Since that period it cannot be said that education has advanced in Newcastle in proportion to its increasing wealth and population." There is one most encouraging feature to be remarked in all the meetings which have been held in Newcastle-on-Tyne for the furtherance of this movement, namely, the cordial support which its promoters have received from very different classes of the inhabitants. There are few objects more gratifying to an interested spectator than the prospect of one of the most influential commercial communities in England diverting for a time its wealth and power from the absorbing operations of trade, acknowledging that there is a higher relation between man and man than a mercenary one, and determining to wipe out, by one resolve, the moral darkness that has been gathering for nearly half a century.

Parish of All Saints'.

The foundation stone of a school for the parish of All Saints' has been laid already, and I learn from the Vicar that he hopes to commence building two more in the spring, and two in the autumn of 1855. The scheme which has been begun under such favourable circumstances has reference to the needs of the poor working classes only; but the spirit which carries it out with success will, I hope, scarcely rest till an educational provision has been made for other classes, which, without any claim to be called wealthy, are yet far removed from the ragged poverty which too often marks the labouring poor.

Parish of St. Andrew's.

I stated in my report for 1852 that it was proposed to build new schools for the parish of St. Andrew's. I am happy to say that these buildings are now in progress.

Bishops Wear-mouth.

A group of three school-rooms, with requisite class-rooms, and accommodation for teachers, has been built and brought into use during the past year, for the parish of Bishops Wear-mouth. The buildings are well placed, the offices carefully constructed, and proper playgrounds attached to each school-room. Before the erection of these buildings, the parochial school accommodation was limited to a large infant school and two old-fashioned rooms, one above the other, situated in a portion of the churchyard. It is, I believe, the intention of the Rector, the Rev. J. P. Eden, to make such additions to the old buildings as are necessary for their conversion into convenient school-rooms. The provision for the education of the parish may, therefore, be said to consist, at present, of one infants' school, two girls' schools, and three boys' schools. This is another case where it has been found necessary to

provide additional accommodation for the wants created by rapid increase of population. There is a feature in the arrangements adopted by the Rector and Committee for the new schools which, to the best of my belief, is new to this district. The two boys' rooms in the new buildings are intended for an upper and lower school. The subjects of instruction in both departments, and the proposed fees, are detailed in the following extracts from Mr. Eden's circular:—

BOYS' DEPARTMENT.

1. The General Course of Education will include Reading—Writing—English Grammar—History—Geography—The Elements of Geology—Arithmetic (Pure and Commercial)—Principles of Book-keeping—Geometry—Mechanics and Mechanism—Elements of Chemistry—Vocal Music.

2. The Higher Course (for which extra fees will be charged) will include The higher branches of Mathematics, viz., Algebra—Trigonometry—Hydrostatics—Hydraulics, &c.—Navigation—Astronomy.

Latin—German—French—Drawing.

The fees to be paid quarterly and in advance.

1. For the General Course:—

	s.	d.	
Tradesmen's children, 1st class payment - -	10	0	per quarter.
Mechanics' do. 2nd class do. - -	7	6	do.
Labourers' do. 3rd class do. - -	5	0	do.

These payments will be regulated according to the social condition of the parents, and will in each case be decided solely by the committee.

2. For the Higher Course:—

	s.	d.	
The higher branches of Mathematics, &c. (extra) -	5	0	per quarter.
Latin or Drawing, or Modern Languages (each extra) - - - - -	10	0	do.

The fees for the higher course are quite within the income of a very large proportion of artisans in this district. Indeed the rates of wages for workmen in several branches of trade peculiar to this locality are such evidences of the worldly prosperity within the reach of the artisan that I hesitate to give them without having authority to add the names of the firms by whom they are paid. The Bishops Wearmouth school can therefore scarcely be called a middle school, in the strict sense of that term, inasmuch as the children of artisans are excluded neither by its fees nor by its constitution. Practically, however, it is very likely to become a school for one section of the middle class. The high state of commercial activity which I have alluded to, while affording constant encouragement for the improvement of the physical resources of the workman, does not imply an equal improvement in the higher points of national virtue and national wisdom. High wages will not alone lift men one jot above the fever and selfishness of the world, nor give them higher and purer views of human life. Hence, in the

midst of their great prosperity, the working classes become less and less thoughtful, less and less anxious for a high state of comfort, and are seen to retain the habits of the very rudest state of social life, while in possession of ample means for improving both their intellectual and spiritual condition. It will be no surprise, therefore, to find that the upper departments in these schools will be frequented by very few children of artisans even of the highest grade; but at the same time it is satisfactory to know that for the few who, with forethought unusual to their class, are really anxious to educate their sons, an ample parochial provision has been brought into operation. However, while the term "middle class" is used to designate that great and most important section of English society, which is quite able to help itself in all that concerns education, it extends also to a large branch of it very little above the working class in wealth or intelligence. It is not so clear how a sound education is to be brought within reach of this latter class, except by such a school as that proposed in the parish of Bishops Wearmouth. There is much greater difficulty in mixing the children of different classes in town schools than there is in country schools. A gentleman's son may occasionally be seen preparing for a grammar school by passing through the routine of a good parochial school, and we have many schoolmasters perfectly competent to give the best instruction in subjects which the grammar school practically ignores. But the personal uncleanliness and the dirty clothes of the majority of the boys in town schools, in most districts, are quite sufficient to shut out children used to cleanly habits and well-ordered homes. These difficulties have been guarded against, and are not likely to hinder the success of the experiment which has led to these remarks, because separate rooms are provided for separate departments of the school. I am afraid that the great hindrance to success in carrying out the design of Mr. Eden's school, will be the difficulty of maintaining a sufficient number of teachers of equal efficiency. It appears to me unreasonable to expect the same master to teach *equally well* all the subjects incorporated in the time-table of an elementary school of ordinary pretensions. In a town school of a very high class all such difficulties are of course increased. It is proposed, as far as I know, to appoint a master, an assistant, and apprentices, under the regulations embraced in your Lordships' Minutes. If, however, the school meets with the support it is entitled to expect, a much more numerous staff might be required, in order to maintain a proper standard of instruction in the many and various subjects contemplated by the promoters. It must be admitted that the fewer

the subjects allotted to a teacher the better he may be expected to teach them. I do not think it will be out of place to illustrate this principle by reference to the system adopted in a French school at Paris, of much the same class as the upper department of the Bishops Wearmouth school. What follows is to be understood as the official programme of a French primary school for the education of boys who propose to enter industrial professions or merchants' offices, situations which are recruited in this district from first-class National schools like that proposed by Mr. Eden, or from the ranks of the apprentices under the Minutes of 1846.

ECOLE MUNICIPALE TURGOT fondée et entretenue par la VILLE de PARIS, Rue du Vert-Bois, No. 17 (précédemment Rue Neuve-Saint-Laurent), près du Conservatoire des Arts-et-Métiers.

Les Cours de l'Ecole municipale Turgot, créée en 1839, sous le titre d'ECOLE PRIMAIRE SUPÉRIEURE de la ville de Paris, doivent s'ouvrir le 1er Lundi d'Octobre.

Cet Etablissement a été fondé par la ville de Paris, dans l'intérêt des Elèves qui se destinent au commerce et aux professions industrielles.

L'enseignement, divisé en trois années d'études, est réparti de la manière suivante :—

1re ANNÉE (1re ET 2me DIVISION).

	Professeurs.
Enseignement Religieux	M. L'ABBÉ DAGUENET.
Grammaire Française	M. FALAIX.
Mathématiques — Arithmétique; Système légal des Poids et Mesures	M. GUILLOT.
Histoire Naturelle (Physiologie et Zoologie)	M. LEMASSON.
Eléments d'Histoire; Eléments de Géographie générale	M. LECLERC.
Langue — Anglaise	M. JOHNSON.
Langue — Allemande	M. BRAUN.
Calligraphie	M. RÉGNIER.
Dessin à main levée (ornement)	M. LEQUIEN.
Dessin Géométrique (lignes, surfaces)	M. TRONQUOY.
Chant	M. MAYER.
Gymnastique	M. TARLÉ.

Répétiteurs { M. LAMBERT. / M. LEQUIEN, Maître adjoint pour l'enseignement du Dessin.

Répétiteur suppléant, M. DEVAUX.

2me ANNÉE.

Enseignement Religieux	M. L'ABBÉ DAGUENET.
Langue Française — Style; Composition	M. SIMONET.
Mathématiques — Complément d'Arithmétique; Eléments d'Algèbre; Géométrie Plane; Trigonométrie Rectiligne	M. DE PAUL.

Eléments de Physique Expérimentale - -	M. Terrien.
Histoire Naturelle (Physiologie Végétale, Botanique, Notions agricoles) - - -	M. Lemasson.
Histoire de France - - - -	M. Leclerc.
Géographie Physique, Politique et Administrative de la France - - - - -	M. Leclerc.
Langue Anglaise - - - -	M. Johnson.
Langue Allemande - - - -	M. Braun.
Calligraphie - - - - -	M. Régnier.
Dessin à main levée Ornement - -	M. Lequien.
Dessin à main levée Ombres - - -	M. Lequien.
Dessin Géométrique Solides, Projections, Pénétrations, Lavis - -	M. Tronquoy.
Chant - - - - - -	M. Lévy.
Gymnastique - - - - -	M. Tarlé.

Répétiteur, M. Béguin, Maître adjoint pour l'enseignement de l'Anglais.

3me Année.

Enseignement Religieux - - - -	M. L'Abbé Daguenet.
Langue Française, Eléments de Littérature -	M. Simonet.
Mathématiques Progressions, Annuités, Géométrie de l'Espace, Géométrie descriptive - - -	M. De Paul.
Mathématiques appliquées Arpentage, Nivellement, Levé des Plans, Eléments de coupes des Pierres et de Charpente, Théorie des Ombres - -	M. De Paul.
Mécanique appliquée - - - -	M. Terrien.
Eléments de Chimie Générale et Manipulations -	M. Barreswil.
Histoire Naturelle (Géologie et Minéralogie) -	M. Lemasson.
Histoire Générale - - - -	M. Leclerc.
Géographie Commerciale et Industrielle - -	M. Leclerc.
Langue Anglaise - - - -	M. Johnson.
Langue Allemande - - - -	M. Braun.
Tenue des Livres - - - -	M. Régnier.
Dessin à main levée : Bosse, Modelage - -	M. Lequien.
Dessin Géométrique Epures - - -	M. Tronquoy.
Dessin Géométrique Architecture - -	M. Tronquoy.
Dessin Géométrique Levé des Machines -	M. Tronquoy.
Chant (Orphéon) - - - -	M. Lelyon.
Gymnastique - - - - -	M. Tarlé.
Préparateur - - - - -	M. Vée.

Répétiteur, M. Guillot, Maître adjoint pour l'enseignement des Mathématiques.

Surveillant général, M. Samalens.

On ne reçoit que des Elèves externes ; nul n'est admis à suivre les Cours de l'Ecole qu'après avoir subi un examen constatant qu'il possède suffisamment l'instruction élémentaire.

La première session de la Commission d'examen aura lieu en Septembre. Le registre d'inscription est actuellement ouvert au Secrétariat de l'Ecole.

La rétribution est fixée à 10 fr. par mois, payables d'avance. Toutes les fournitures nécessaires aux trauvaux des classes sont délivrées aux Elèves dans l'intérieur de l'Ecole, moyennant un abonnement fixé à 3 fr. par mois.

Les familles qui auraient besoin de renseignements seront reçues par le Directeur de l'Ecole, tous les jours, de dix heures à midi.

Le Préfet de la Seine,
(Signé) G. E. HAUSSMANN.

If the subjects allotted to each year's course in the French school are compared with the programme of the Bishops Wearmouth school, it will be found that they are *less* numerous and *less* advanced. There are only two modern languages in the course, no astronomy, no navigation. But, it appears that a great deal more attention is bestowed on writing, drawing, and singing. There is not much difference between the fees of the two schools. 10*s.* 4*d.* per month, payable in advance, covers the cost of books and instruction at Paris; or, allowing a vacation of two months, 6*l.* 13*s.* is the yearly fee. At Bishops Wearmouth the proposed fee is 5*l.* per annum, without books and stationery. The strong contrast between the schools exists in the supply of teachers. There are twenty-three adult masters attached to the French school, and they have fewer subjects to teach.

It has occurred to me that in towns where several schools, with masters and assistant masters, are worked under one management, it would be very possible to adopt such an arrangement of time-tables that the instruction in particular subjects should be given by the same teacher in all the schools. For example, if there were four masters employed in Mr. Eden's schools, each of the four subjects, arithmetic, writing, history, and geography, might be taught by one and the same teacher to all the classes in all the schools. The experiment has been tried; where boys' and girls' schools are built together and are under one manager; the mistress has been relieved by the master of a subject in which her instruction was defective. It might be worth while to extend the experiment a step further. Schools of the class contemplated by Mr. Eden are so new to this part of England that we can only speculate on their probable success. If it should be found necessary to reconsider the regulations for their management adopted at starting, it ought not to cause either surprise or discouragement.

Bishops Auckland.

The parish of St. Andrew's, Auckland, owes much to the exertions made by the incumbent, the Rev. G. E. Green, to improve and increase the number of the schools for the education of its working classes. The bishop of the diocese has given his valuable assistance to the same object. A master and an assistant master have been appointed to the Barrington school, which the trustees have entirely remodelled on a very liberal scale. Two new schools, one for girls, the other for infants, are now being built on a site given by the bishop.

Berwick-on Tweed.

At Berwick-on-Tweed the munificence of a private individual has established a marine school for the education of boys who have any decided fancy for going to sea. This school is attached to the Berwick Charity School, under regulations which appear in detail in the following report, supplied to me by the master.

AN ACCOUNT of the MARINE CLASS at BERWICK CHARITY SCHOOL.

Copy of a Letter from J. Hubback, Esq., to the Committee of the Berwick Charity School.

GENTLEMEN, Liverpool, 17 November 1853.

BEING desirous to benefit poor boys belonging to my native town, and at the same time having a view to supply my ships trading to foreign parts with apprentices, I beg to lay before you the following proposal, your consideration of which I respectfully solicit, and to which I shall be pleased to obtain your acquiescence.

1stly. That I shall be allowed, with the assistance and recommendation, of your master, to select every year a number of boys who shall, as volunteers and also with the consent of their parents or guardians, form themselves into a "*marine class.*"

2ndly. That the said boys, in addition to the usual education and priviledges granted by your rules, shall receive supplementary instruction suitable for training them as seamen.

3rdly. That this marine training shall be given them by a *boatswain* appointed by me, but subject to your approval, and who shall be under the control of the master.

4thly. That at the expiration of the third year after their admission to the *marine class,* the boys, together with their *parents or guardians,* shall be considered *morally* bound to allow me to place them the said boys on board my ships as apprentices for five years on the customary terms of marine indentures.

5thly. That the additional expenses on account of the "marine class," including boatswain's salary, maps, globes, boats, &c., shall be paid by me.

Waiting your reply,
I am, &c.

To the Berwick Charity School Committee. (Signed) JOSEPH HUBBACK.

The Committee of the Berwick Charity School accepted the offer of Mr. Hubback, and passed a vote of thanks to the same gentleman for his liberality.

A boatswain was recommended by Admiral Sir F. Austen, and arrived at Berwick from Portsmouth on the 25th of March 1854, and immediately commenced his duties.

Six boys have been elected the first year in order to have a complete boat's crew.

Each boy is supplied by Mr. Hubback with a full suit of marine clothes for Sundays and another for daily use. The former consisting of glazed hat, jacket, vest, and trowsers of blue cloth, marked with a white anchor, and having buttons bearing the anchor as in the Royal Navy. The latter consists of guernsey jacket, white trowsers, and Kilmarnock caps marked as above.

The boatswain, Mr. Warren, has been for upwards of forty years in the Royal Navy, twenty years as boatswain. He accompanied Buonaparte to St. Helena, and was on that station at Napoleon's death. He was wrecked with Captain (now Rear-Admiral) Michael Seymour in the Challenger on the

coast of Patagonia; was taken ill in the Sandwich Islands and sent home, and on account of his sickness retired from the service with a first-class pension of 50*l.* a year.

A room has been fitted-up under the school in which Mr. Warren for three months has been teaching the boys, during two hours per day, to knot, splice, make mats, &c., with great success.

During two afternoons in the week, weather permitting, the boys go out in a boat attended by the boatswain who teaches them to pull, &c., &c.

Mr. Hubback has ordered a new boat twenty-six feet long, with six oars, to be built expressly for the class, under the directions of the boatswain.

Mr. Hubback has further ordered a small cutter of about thirty tons to be built in order to enable boys to go to sea and learn how to manage the ropes, trim the sails, &c.

He has further determined that if any of the boys make such progress as to be recommended by the boatswain, he will take them on board as apprentices, at any time before the expiration of their three years class training.

The age for admittance is limited to eleven years, but some boys who are well-grown and seem much inclined to be sailors have been admitted at an earlier age.

(Signed) MICHAEL LISTER.

Colliery Schools.

I have great hopes that the year 1855 will see some improvements in the general condition of the colliery schools in this coal field. Through the exertions of the Hon. and Rev. J. Grey, rector of Houghton-le-Spring, an association has been formed for the improvement of the education of the mining and manufacturing population in the counties of Durham and Northumberland. It is proposed to adopt the plan recommended by Seymour Tremenheere, Esq., and to offer prizes, under certain conditions, to candidates recommended by the managers of schools under inspection, in order to induce children to remain longer at school, and to encourage them to make a good use of the opportunities of securing a sound practical education which come within their reach. The noblemen connected with the manufacturing interests of this part of England have, with some few exceptions, supported the proposed scheme; and many of the resident gentry, who are the actual and interested directors of the various branches of trade carried on in the Newcastle district, have given it the benefit of their approval. An application has been made to your Lordships by the provisional committee that the Inspectors connected with this district may be directed to hold the first examination of candidates in the autumn. The scheme of prizes offered by the association is printed in the Appendix to this Report. I have much pleasure in bringing under your Lordships' notice educational movements of this kind, all evidently proceeding from the strong conviction that additional provision is required for the wants of a rapidly increasing population. They are, as I have already ventured

to remark, very gratifying proofs of the general accuracy of the statements embodied in my report for last year.

The Dean and Chapter of Durham are, however, of opinion that in the report just mentioned an unintentional wrong has been done to the borough of South Shields, in which they possess considerable property, and where education "has long been with them an object of interest." South Shields.

In support of this opinion they have forwarded to your Lordships a statement of the number of schools in the borough, and "the number of children educated."

I beg leave to print this statement, and the letter which accompanied it.

My Lords, Deanery, Durham, 30 October 1854.

The Dean and Chapter of Durham beg respectfully to make the following representation to your Lordships respecting the borough of South Shields.

In pages 919 and 920 of your last report your Inspector makes certain statements regarding the educational condition of Newcastle-on-Tyne, from which it would appear that a considerable number of the poor children of that borough attend no school; and also that there is not nearly sufficient accommodation for them were they disposed to attend—in fact, that "there is a positive want of room for the small proportion that weekly offer their pence, and ask for instruction." And very general demoralization is said to be the consequence of this.

He then proceeds, in page 921, as follows:—"What has been said of the juvenile population of Newcastle and Gateshead applies equally to such localities as Hartlepool, Sunderland, and Shields. There is the same ignorance, the same moral evils, the same want of school accommodation." Again, in page 922, he asserts, "that the whole education of the people of Sunderland and the two Wearmouths is apparently in the hands of the venture schools," and that "South Shields is another example of the same kind."

Into the correctness of your Inspector's statements as to Newcastle and other places the Dean and Chapter of Durham have not thought it their duty to inquire. But as they are very closely connected with South Shields, and as the education of that borough has long been with them an object of constant interest they read the above imputations with much surprise, and immediately required an official report on the subject from their very intelligent agent, resident on the spot. This report they have now the honour to transmit to your Lordships, and at the same time to express their confidence in its general accuracy.

The actual educational condition of South Shields is then as follows:—

The population of the borough is 28,974, as correctly stated from the last census by your Inspector at page 913.* From page 919 of his report it appears that in Newcastle the whole number of children between five and fifteen years of age somewhat exceeds one fifth of the whole population; it is also assumed that one half of these "may be fairly called poor." These estimates may be applied with equal correctness to South Shields.

Hence, it appears then, that the "school population" of South Shields amounts to about 6,000, and that the children of the poor amount to about 3,000. The question is, what accommodation is provided for these last?

* Yet at page 922 he states the population of South Shields at 35,790, altogether incorrectly.

The enclosed report will show—

1. That in the public schools alone there is accommodation for 3,753 children. Or, if the 366 infants be deducted, for 3,387—that is, for more by 387 than the whole number of the "school population" of the lower classes, and for more by 1,178 than actually attend the schools; and this without any imputation on the manner of conducting them.

2. That in the private schools for the same classes there are in daily attendance 1,271 children.

Thus, the total accommodation for poor children is for 4,658, not including infants—a number exceeding the whole calculated number of poor children by 1,658, or by more than one half.

Yet your Inspector has advised you to record in a public official document that the juvenile population of South Shields is beset by much ignorance, and many moral evils through the want of school accommodation.

The Dean and Chapter of Durham most respectfully invite your Lordships' attention to this statement, in the full conviction that in your next report, or in some other manner, you will repair the wrong which, under your sanction, has been unintentionally done to the principal proprietors and inhabitants of a very industrious, intelligent, and well-conditioned borough.

(Signed) GEORGE WADDINGTON,
Dean of Durham, for the Dean and Chapter of Durham.

To the Committee of Council on Education.

STATEMENT of the Number of Schools within the Borough of South Shields (Public and Private), and the Number of Children educated.

PUBLIC SCHOOLS.

Schools.	Where situate.	No. of Boys.	No. of Girls.	No. capable to contain.
The Old Charity School - - -	Coronation Street	166	183	450
Trinity Church School - - -	Commercial Road	200	150	400
Saint Stephen's School - - -	Mile End Road -	150	130	375
„ Infants' School - -	Ditto - -	60	60	200
Westoe Chapel School - - -	Fowler Street -	113	111	650
The Union School - - - -	Garden Lane -	190	140	440
The Catholic School - - -	Cuthbert Street -	60	60	200
The Jarrow Alkali Company's School -	Near the Barns -	100	100	572
„ „ Infants' School	Ditto - -	about	66	166
Saint John's Scotch School - -	Saville Street -	120	50	300
	Total -	1,159	1,050	3,753

PRIVATE SCHOOLS.

Schools and Names of Teachers.	Where situate.	No. of Boys.	No. of Girls.
William Brokie's School	Russell Street	20	14*
Robert W. Wilson's School	Smithy Street	20	—*
Mary Ann Collier's School	Keppel Street	2	30*
William Rowlinson's School	Mile End Road	16	—*
Emily Thompson's School	Alderson Street	4	19*
Eleanor Smith's School	Bath Street	8	22*
Sarah Charlton's School	Cuthbert Street	-	8
Jane Elstob's School	Ditto	20	30
William Castle's School	Green Street	13	—
Martha Farrer's School	Ditto	6	20
Ann and B. Watson's School	Adelaide Street	7	22*
Hunter Scott's School	Brunswick Street	35	15
Margaret Thompson's School	Ditto	6	22
Catherine Smith's School	Ditto	15	18
Anna Lawson's School	Laygate	7	22*
John Reed's School	Temple Tower	63	30
Jane Winskill's School	Ditto	12	19
John Clark's School	Slake Row	16	20
Frances Forrest's School	Stone Quay	20	50
George Todd's School	Harton Colliery	35	20
Thomas Johnson's School	Harton Village	10	10
Mary Wear's School	Bottle Hill	8	24
Margaret Raine's School	Wawn's Court	5	12
James Hall's School	Wreken Dike Lane	100	—
John Richardson's School	Old Station Yard	74	18
Mary Ann Phillips' School	Lower Thames St.	15	30*
Elizabeth Miuikin's School	Heugh Street	9	21
James Ainsworth's School	Ditto	90	40*
Mary Leighton's School	Wapping Street	15	35
Hannah Clark's School	Ditto	5	17
Martha Thompson's School	Ditto	6	17
Thomas Coulson's School	Wellington Street	30	—
Jane Oyston's School	Harding's Bank	10	16
John Hoggett's School	Thames Street	10	12
Elizabeth Elliott's School	North Street	10	14
Sarah Hull's School	Queen Street	12	25
James Thompson's School	East Street	58	5
Sarah Lunden's School	Ditto	18	40
James Robson's School	Barrington Street	78	12
John Nevison's School	Waterloo Vale	35	—*
Frances Hylton's School	Windmill Hill	8	32
Richard House's School	Fowler Street	25	—*
Mary Taylor's School	Winchester Street	4	16*
Elizabeth C. Nicholson's School	Saville Street	6	23*
Jane Furness' School	Ditto	-	27*
Mary Ann Woodruff's School	Ingham Place	5	21*
Eleanor Crawford's School	Ditto	5	16*
Mary Stratford's School	Grace Street	20	6*
	Boys	1,007	861
	Girls	861	
	Total	1,868	

Those marked (*) are schools for the middle classes.

REPORT on the Educational Condition of the Borough of South Shields.

South Shields, 20 September 1854.

THE public schools for the lower classes of all religious denominations are ten, and the numbers in daily attendance are 2,209. The capacity of these schools allowing six feet for each child is 3,753 as per statement on the other side, which leaves a space for the accommodation of 1,544 more children.

There are thirty private schools for the lower classes, where children are taught at low prices, in daily attendance numbering 1,271,

There are also eighteen private schools, where the children of the middle classes are educated, in daily attendance numbering 597.

According to the statement on the other side it cannot be said there are any of the public schools filled to overflowing as to call urgently for the erection of new schools.

(Signed) ANDREW STODDART.

From the Dean and Chapter of Durham.

I. In the first place it appears to be very doubtful whether this statement is admissible at all, as a reply to any opinions expressed by me. I have brought under your Lordships' notice in my report for 1853 a letter from Colonel Parkinson, Superintendent of Mercantile Marine Pensioners, who laments that there are 292 children of deceased seamen borne on the records of the South Shields branch of the Sunderland district "whose education is almost totally neglected." I have also given (Minutes of 1853-4, Vol. II., page 589,) the Census return of schools in the registration district of South Shields, where it appears that only 4,062 children were at school on the 31st of March 1851, in a population of 35,790 souls. The Dean and Chapter of Durham, in a note to their letter, pronounce this return of population to be incorrect. They require your Lordships to modify the records of your official documents on the authority of their agent at South Shields. Mr. Stoddart's statement may possibly possess all that accuracy which is claimed for it; but, as it professes to refer to the borough limits, for any other area than the borough area it must necessarily be valueless. The return which I brought before your Lordships refers to the registration district of which the borough of South Shields is only a part. The population of the district is 35,790; the population of the borough is only 28,974. Mr. Stoddart's statement might be a reply to a return affecting only the borough of South Shields, but no such document appeared in my report.

II. It may be useful, however, in the second place to consider what evidence of the educational position of the borough of South Shields may be gathered from the statement of the Dean and Chapter of Durham. The whole population of the borough in 1851 amounted to 28,974, and, according to the usual calculations, there must now be within that area,—at

least 6,816 children between the ages of 3 and 13 or 4 and 14. It must be remembered that in this locality the rate at which population is increasing is higher than the average rate of England generally. According to Mr. Stoddart's inquiry the children of the middle class at South Shields, in attendance at schools, amount to only 597, something less than one twelfth of the whole school population. It is very clear then that the great mass of the population there belongs to the artisan class, and that in fact there must be some 6,000 children of the working classes for whom accommodation ought to exist (6,816 − 597 = 6,219). Mr. Stoddart pronounces the school accommodation sufficient for only 3,753 children, by which it appears that there is a deficiency of room for 2,466 children (6,219 − 3,753 = 2,466). But his calculation has been made on an insufficient basis, viz., "allowing 6 feet for each child." It is very well known to those conversant with school matters that the least area which can be allowed is 8 square feet per child. Upon this calculation the accommodation represented by Mr. Stoddart is reduced to room for 2,815 children, which implies a want of room for 3,404 children (6,219 − 2,815 = 3,404). But I beg leave to suggest to your Lordships that there is yet another ground for questioning the accuracy of this item in the return of the Dean and Chapter of Durham. In the statement printed in page 8, accommodation for 650 children is assigned to "Westoe Chapel School." It is necessary to direct your Lordships' attention to the fact that no distinct school buildings are attached to Westoe Chapel. The building known under this name was, I believe, originally intended for a school; but, before its completion, it was determined to fit it up as a chapel. At the present time it is used for the celebration of Divine worship, the greater part of the area being occupied by a large gallery and pews. Unless the want of proper school accommodation were an evil, which could be met only by extraordinary expedients, Westoe Chapel would hardly be applied to its present double uses. It follows, as a consequence of this fact, that the mere area available in the buildings strictly devoted to school purposes is still further reduced, and amounts to room for merely 2,165 children (2,815 − 650 = 2,165); that is to say, it is insufficient even for the 2,209 children who, according to Mr Stoddart, attend the schools every day (2,209 − 2,165 = 44.) And, further, it must be borne in mind that mere area does not constitute in your Lordships' judgment school-accommodation for the children of the poor. To estimate correctly what provision for the education of the working classes has been made in the borough of South Shields, it is necessary to consider not merely the area of the school-rooms, but whether the schools

are sufficiently provided with desks and benches for the children, with proper offices, with proper playgrounds, and with such residences as school-teachers require. There is ample evidence before your Lordships, showing that in these particulars some of the schools in South Shields are capable of great improvement. The columns in Mr. Stoddart's report, headed "Number of Boys," "Number of Girls," appear to represent the daily attendance at the various schools, but no account is given on what authority this return is made. All the public schools in South Shields, with two exceptions,—the Roman Catholic school and that held in Westoe Chapel,—are liable to inspection. The managers of these schools make an annual return to your Lordships of the average annual attendance. On comparing these returns with the statement of the Dean and Chapter of Durham, it will be found that they generally disagree. The managers' return of annual attendance falls short of Mr. Stoddart's by no less than 290 children.

AVERAGE ANNUAL ATTENDANCE in Schools in the Borough of South Shields.

	Managers' Statement.	Dean and Chapter of Durham's Statement.
St. Hilda's school - - - - Boys	150	166
" - - - - Girls	120	183
Trinity school - - - - Boys	203	200
" - - - - Girls	150	150
St. Stephen's school - - - - Boys	145	150
" - - - - Girls	70	130
Union school - - - - - Boys	170	190
" - - - - Girls	114	140
Jarrow school - - - - - Boys	75	100
" - - - - - Girls	58	100
" - - - - - Infts.	82	66
St. John's Sessional school - - Boys	80	120
" - - - Girls	38	50
	1,455	1,745
		1,745
		1,455
Difference between the Statements - -		290

In the conclusion of Mr. Stoddart's letter there is this remark,—"It cannot be said that there are any of the public schools filled to overflowing as to call urgently for the erection of new schools." With regard to this assertion I have only to observe that it is at variance with the opinions of the school managers. I beg leave to refer your Lordships to an official

return from the managers of the Trinity schools, dated February 1854, in which you are informed that they have found it necessary to draft off 100 children into an adjoining building. Finally, it must be borne in mind that the statements affecting this district, which I had the honour to address to your Lordships in my last report, are not merely matters of opinion, but the results of statistical inquiries sanctioned by the State, and undertaken with great deliberation. The conclusions which I have drawn from these public documents are suggested by those who framed them, and in many cases strengthened by the local and independent testimony which I have been able to lay before your Lordships. I regret that I do not find in the statement of the Dean and Chapter of Durham evidence sufficient to cause any doubt either of the accuracy of the Census returns, or of the propriety of the conclusions to be gathered from them.

System of apprentices

I have already brought under the consideration of your Lordships, in a previous report, some of the local difficulties which appear to hinder the development of the apprentice system in this part of England. As the subject is an important one, I beg leave to offer some further remarks on it.

Supply of apprentices in elementary schools

During the last two years the number of candidates for apprenticeship has declined, and at the same time, those who have presented themselves for examination have been too generally under age, or maimed, or in delicate health. Parents have, in several instances, solicited the apprenticeship of their children, merely because they were physically unfit for other kinds of employment. In several schools it has been found impossible to secure any candidates at all, and in one case a boy has been sent from Aberdeen to serve an apprenticeship in a school at Carlisle. The managers of the Fawcett schools at Carlisle, having encountered a succession of difficulties with their apprentices, no less than with their candidates, have come to the conclusion that their only chance of securing boys fit for the work is to offer an addition of 5*l.* per annum to the Government allowance.

I publish, with Mr. Railton's permission, the determination adopted by the committee of this school.

DEAR SIR, Carleton, Carlisle, 13 November 1854.

THE Committee of the Fawcett Schools having found great difficulty in obtaining well-qualified candidates for the post of pupil-teacher in their *boys'* school, and having come to the conclusion (after inquiries made at other schools) that the allowances made by Government do not now constitute a sufficient inducement to bring forward clever and well-conducted *boys* to undertake the duties, at least in manufacturing towns, resolved at their last meeting to add, from the school funds, 5*l.* per annum to the Government

allowance for each pupil-teacher, during each year of his apprenticeship; and further, to make an allowance, after the rate of 10*l.* per annum, to each candidate who shall eventually *pass*, for the period which may elapse before he can be examined and apprenticed. They directed me, however, before I should act on this resolution, to communicate the same to you, in order to obtain your opinion as to its judiciousness and probable usefulness. They were quite of opinion that the funds of the school would not admit of their engaging an assistant master.

I shall be glad to hear from you at your convenience,

And remain, &c.

The Rev. D. J. Stewart, (Signed) J. T. Railton.
Her Majesty's Inspector of Schools.

That the supply of boys is falling short is a simple matter of fact; why this is the case is an inquiry to which I beg leave to suggest the following replies:—

I. It would appear that in this part of England, the Government allowance to apprentices for the first and second year at any rate, is hardly sufficient to maintain a boy of 13 or 14 years of age. I am acquainted with several cases where attempts were made to transfer apprentices from one school to another, and also where candidates for apprenticeship in towns were sought in the agricultural or less populous parts of the district. The majority of these negociations came to nothing, because it was found that no one would undertake to board and lodge the boys, unless some addition from the general funds of the schools was made to the wages they received as apprentices, under your Lordships' Minutes.

II. But, if the Government allowances were in general quite sufficient for a boy's maintenance, they amount to so much less than the common rates of wages, offered by well nigh all the trades of the locality, that apprenticeship takes rank among the least remunerative employments. When I was last in the Gray School at Sunderland, I made a note of the boys who were to leave it the following day. As it is a good specimen of the returns which I have from many other schools in this district, it may be of use to print it—

Name.	Age.	Wages per week.	Employment.
John Snowden - -	12	6*s.*	Rigger.
Nicholas Smiles -	12	4*s.*	Office.
Thomas Guest - -	10	2*s.* 6*d.* at first.	Sail-loft.
Robert Harrison - -	11	6*s.* to 10*s.*	Ballast crane.
Robert Wetherell - -	13	6*s.*	Docks.

Andrew Leonard, who had been intended for a candidate for apprenticeship, had gone to a draper's shop for 4*s.* 6*d.* per

week wages and his clothes. Two girls, one of them 10, the other 12 years old, were going to a tobacco factory for 3*s.* per week. The daily wages of boys working at a group of pits in one particular locality in this district are given in detail in the accompanying table. There are pits where the wages for boys are more favourable still.

A.—*Boys working by the day.*

		s.	*d.*		*s.*	*d.*				
1. Under ground:—										
	a. Trappers - -	1	0	to	—		from	10	to —	years.*
	b. Couplers - -	1	3	„	—		„	10	„ 11	„
	c. Horse-drivers -	1	5	„	—		„	11	„ 14	„
	d. Switch-keepers -	1	3	„	—		„	11	„ 14	„
Off-handed boys.	*e.* Incline-boys - -	1	6	„	2	0	„	12	„ 15	„
	f. Compass-carriers -	1	0	„	1	2	„	11	„ 12	„

B.—*Boys working by the piece.*

1. Under ground:—										
	a. Wood and water leaders	2	0	„	2	6	„	11	„ 15	„
	b. Poney-putters -	2	6	„	3	6	„	14	„ 18	„
	c. Hand-putters -	3	6	„	4	0	„	17	„ 20	„
2. Above ground:—										
	a. Waiters - -	1	0	„	1	2	„	10	„ —	„
	b. Pick-carriers, Token boys, Off-handed boys - - -	1	2	„	1	4	„	10	„ 14	„
	c. Token-keeper -	2	0	„	2	6	„	14	„ —	„

In addition to the above, I know cases where boys not more than 14 years—one boy even at 12—have house and coals allowed them; 6*d.* the fortnight only being paid for the carriage of the coals.

There is a constant demand for the labour of young children in a variety of dirty employments, which afford much higher *immediate* pay than an apprenticeship, and for this very reason, that the remuneration is immediate, boys' parents prefer to sacrifice the education of their children. There is no doubt that eventually the wages of these boys will not be equal to those of the schoolmaster; but masterships belong to the future,—the ballast crane and the docks possess the charms of *weekly* payments. There are and must be contingencies in every apprenticeship, but the object of the working man is *immediate* gain,—any immediate return for the child's labour which may be looked for with certainty as part of the week's receipts. And even in cases where boys have a distaste for manual labour, and prefer sedentary employments, the result to the schools is the same—they do not become apprentices.

* But I have known *many* cases of boys working at 9, and even under 9 years of age.

If a boy can write a good hand, spell correctly, and show a tolerable readiness in common arithmetical calculations, he can reckon with certainty on employment as a clerk in an office. Railway offices, in some parts of England, are managed mainly by boys. Telegraph work is commonly left in their charge. There are railway stations in this district where the whole work is done by boys whom I have known as scholars in a neighbouring school. The pay connected with these offices is less than that offered to a schoolmaster of average ability; but the clerkship can be got at an earlier age, and with almost certainty; there is less confinement, less responsibility, less restraint. The young clerk has not to wait twelve months for his pay; provided he carries on correctly the routine work of his office, he gets his money, and no one is bound to inquire who his associates are, or how he employs his leisure hours. I believe that these facts will in a great measure explain how it is that so few candidates for apprenticeship offer themselves in this district. There is no such enthusiasm for education that parents or guardians are found making sacrifices in order to get boys' names placed on your Lordships' registers. The consequence is that, if the managers of schools want apprentices to carry on the work in which they are engaged their choice of candidates is extremely limited. Their alternative is either to take the few that offer themselves, with all the risks of failure and dissatisfaction, or to give up a system of school management which has to yield, like everything else, to the laws of supply and demand. It is quite evident that the value of the apprentice system can be felt only in those cases where there is a union of moral and intellectual fitness on the part of the young persons in training. There is no such difficulty in finding boys with ample intelligence and quickness as there is in securing those whose home life, home associates, and home habits are the proper examples to set before a class of children. The lower the social position of the class whence apprentices are taken the greater the difficulty in meeting with these essentials. These difficulties in the application of your Lordships' Minutes have shown themselves during the last eighteen months in very many schools within this district.

Failure of some apprenticeships.

In four schools, viz., Sherburne Hill, Ovington, Wylam, and Burton-in-Kendal, the apprenticeships have been closed temporarily on account of the incompetence of the teachers to carry on the required instruction. At Greystoke an apprenticeship has expired naturally, and the system has not been continued by the present manager. These are ordinary cases presenting no peculiar features. There are, however, seventeen other schools

where apprenticeships have been interrupted from other causes. These cases may be reduced into the following groups:—

1. Schools where apprentices have broken their indentures and entered other employments	6
2. Schools where apprentices have been dismissed for incompetence only	1
3. Schools where apprentices have been dismissed for insubordination and irregularity combined with incompetence	10
	17

Some of the failures in class 3 may be justly charged to injudicious management or positive neglect on the part of schoolmasters, but others have occurred in schools reared and maintained under most favourable circumstances. Two cases might be mentioned where the clergyman of the parish has devoted to the education of the apprentices as much earnestness and care as if they were his own children. It may be said that these failures have had a common origin. There is good reason for thinking that the moral tone of the schools in which they have occurred has been higher than that of the apprentice's home. If apprentices are selected, owing to any local necessity, from families where they have been born and bred amidst the rudeness and want of household decencies which very commonly characterise the homes of our working classes, it is unnatural to expect school influences to counteract the lessons in life which are given with the power of parental influence, and enforced by the weight of parental example. This, in my opinion, is one great hindrance to the extension of your Lordships' Minutes. If, while the demand for apprentices increases, the money value of apprenticeship does not keep pace with the money value of other employments, it is clear that none but an inferior class will offer to do the work. Under such circumstances, it will not be easy for a clergyman to select candidates of whom he can say, in the words of your Lordships' Minute, "that the moral character of the candidates *and their families* justify an expectation that the instruction and training of the school will be seconded by their own efforts and *the example of their parents.*"* This is a difficulty which has been frequently pointed out to me.

Supply of candidates for Queen's scholarships.

As there is a deficiency in the supply of apprentices in the elementary schools in this district, so also there is in the supply of candidates for admission to Queen's scholarships. I do not find that there is any general desire among apprentices to enter training schools. It is worth inquiring whether

* "Broad Sheet" for Apprentices.

this is to be attributed to any want of facilities for entering normal schools or to other causes. There is no training school for mistresses in the four northern counties, but there is one for masters at Durham. The managers of this school have lately made various improvements in the internal arrangements of the building, with a view to increase the general efficiency of the institution, and to admit a greater number of students. I do not think that the school can be objected to as a place of residence. How far it is successful in preparing students for the situations they seek can be judged of by the number of certificates granted to it annually, and by the efficiency of the holders of those certificates when in actual employment. The annual per-centage of certificates has risen for the last six years from 23 per cent. to 100 per cent. Since 1850 thirty-one masters have gained final certificates and received situations whose average value is 64*l.* 16*s.* 3*d.* per annum, exclusive of Government allowances. Twenty-five of these masters are employed in this district in schools which it is my duty to visit annually. They are a very efficient body of schoolmasters, generally speaking, quite capable of dealing with all the ordinary difficulties of a parochial school, and in some cases distinguished by very marked success. It may be said, therefore, that in all main points the circumstances of this district are just as favourable to the development of your Lordships' Minutes as those of many other parts of England. Yet, while there is an increasing demand for masters, both the number of general candidates for admission to the training school and the number of candidates who have been apprentices is decreasing.

CANDIDATES for Admission to the Durham Training School.

	Apprentices.	Ordinary Students.	Total.
1852. May, September, and December -	11	14	25
1853. May, September, and December -	15	8	23
1854. May, September, and December -	6	5	11

This decrease cannot be attributed to any falling off in the number of young men who might have been expected to seek admission. In December 1853 I believe there were in this district forty-five males and twenty-two females who were at that time eligible for Queen's scholarships. As far as my information goes, seventeen males and four females offered themselves as candidates and were elected. I have tried to find out what has become of the remaining forty-six young persons. I have not been able in all cases to obtain satisfactory informa-

tion on this point, yet I think the following tables may be considered as correct in the main.

FEMALES.

No.	Present occupation.
1	Assistant mistress.
11	Keeping small schools for poor children.
3	Dressmakers.
1	Married.
1	Dead.
1	Keeping a private school.
18	

MALES.

No.	Present occupation.
4	Keeping small schools.
2	Emigrants.
2	Engineer's yard.
2	Farming.
12	Clerks in railway-offices, post-offices, &c.
6	Unknown.
28	

Pupil-teacher system not equal to supply want of teachers.

Some of the apprentices who might have been examined in 1853 for scholarships preferred allowing their engagements to terminate in the school where they were working; and of these I can say only that they are not Queen's scholars. The conclusion suggested seems very clear; that in this district the apprentice system does not promise, at present, to furnish an adequate supply of masters or mistresses. If out of the 67 apprentices just mentioned there are only 21 actual Queen's scholars in training for schoolmasters, the cost to the public of each master becomes a very serious question. Each apprentice costs on an average 100*l.*, which sum is made up of the yearly allowances paid him or her from the public fund, and the gratuity paid from the same source to the master or mistress for the apprentice's instruction. The 67 apprentices have, therefore, cost 6,700*l.* If there are but 21 Queen's scholars produced by this expenditure, it seems fair to say, that each has cost the public 319*l.* $\left(\frac{6700}{21} = 319 +\right)$. To this sum must be added the amount of the scholarship, which for male apprentices is 25*l.* per annum. At the end of two year's training each master taken from this group of apprentices will have cost the Parliamentary Fund 369*l.* This example does not seem peculiar to the Northern district. In December 1854 there were no fewer than 614 vacancies for students in the training schools liable to inspection in England and Wales, and only, as far as I know, 531 candidates (male

and female) for Queen's scholarships. If all these candidates had shown a sufficient amount of general information to entitle them to election, there would have been still left 83 vacancies for ordinary students. But 222 of the 531 candidates were rejected after examination, and only 309 actually elected Queen's scholars. Therefore it follows that there were remaining in the various training schools 305 vacancies, which could be filled only by the ordinary applicants for admission. Now, although it seems admitted that the apprentice system furnishes the best class of students found in training schools, at present there is evidently some reason for fearing that it cannot be depended on for a sufficient supply of them. It would seem also that a high per-centage of apprentices does not reach that moderate standard of information prescribed in your Lordships' Minutes. There are four ex-apprentices from other districts employed in the Durham post-office and railway station. On looking over the present occupations of the young persons connected with this district who have declined the offer of scholarships, it appears that they have treated apprenticeship merely as a means of getting, at the public cost, that general education which any good elementary school ought to supply. The rate at which they are being paid for their present work is a much lower one than they might have secured by passing through a training school. It is evident, therefore, that they have not any interest in the calling in which they have been previously occupied. I am inclined to think that this deficiency in the supply of candidates for admission to the training school may, like the failure in candidates for apprenticeship, be traced to the cause I have already mentioned, viz., the abundance of all kind of employment in this part of England. It is easy to see how this would act in the case of the ordinary applicant, who is probably a working man, or the son of a working man. To enter a training school it is necessary to be prepared with certain fees. But a working man cannot understand the idea of living in a training school for two years paying, instead of getting, money. In the case of apprentices it is much the same. Those who have passed their apprenticeship with any difficulty have generally a distaste for study, and take the first opportunity of putting all book-work aside. Those who have any half-resolves to become schoolmasters cannot resist the temptation of immediate employment combined with immediate freedom. These remarks have arisen from my knowledge of the increasing wants of the northern district. During the last year I have been in communication with clergymen who wish to place some twenty schools under inspection. The preliminary arrangements have

been made in some cases; in several others no permanent progress can be made for want of proper masters. But, while there is no doubt of an increase in the demand for good school-teachers, there appears to be an unmistakeable decline in the supply from that source which was expected to be the steadiest and the most valuable. I beg leave, then, to submit to your Lordships' consideration that the result of the experiment of the apprentice system, so far as it has been tried in this part of England, is not altogether a favourable one. Although there are cases in which it has been very successful, yet I feel bound to say that there is an impression that the supply of young persons it has produced is deficient in two essential particulars; that in point of numbers it is totally inadequate to meet the wants of elementary schools; while there is reason to fear that the social habits and associations of the class which now furnishes the majority of candidates may be additional difficulties in the education of a body of efficient and trustworthy teachers.

Capitation grants.

The operation of the capitation grant in this district during the past year has been but limited. This assistance has been claimed by only 21 schools, and for no more than 875 children. The centesimal proportion of children on whose account capitation grants have been paid to the average attendance is only 37·8. I have visited many schools where the defective state of the registers made any accurate return of attendance impossible. In such cases no capitation grant could be claimed. The introduction of the Minute of 2 April 1853 will have a good effect in making comprehensive school registers an indispensible part of school furniture. If your Lordships were to require more accurate returns of the fluctuations of attendance in all schools in the receipt of annual grants, it would be possible, without giving any extra labour to the teachers, to obtain valuable information of the very desultory habits of the population in certain districts. If accurate returns were made of the rapid changes to which schools are liable, and of the number of days on which each child whose name is on the register is actually present during each quarter, they would show, I am afraid, that a very low standard of instruction is maintained with difficulty by a very costly system. It is a common and thread-bare assertion that your Lordships insist on too high a standard of instruction in the schools which are aided by annual grants. I wish it were possible to effect so much. This objection, like most others of the same class, is not borne out by experience. In this district, there is no doubt that during the last two years the standard of instruction, and the average age of the children in the schools under inspection, has steadily declined. It will be seen from the

following table that it is unusual to find in town schools children who are much above ten years old.

AVERAGE AGE of BOYS present in each Class.

Locality.	Class I.	Class II.	Class III.	Class IV.
Newcastle - - - - -	10·5	9·2	6·7	4
„ - - - - -	10·2	9·6	9	8·4
Durham - - - - -	11·	10·4	9·8	9
Shields - - - - -	10·2	9·7	9	8·2
Sunderland - - - -	10·3	9·7	9	8·5

In pit schools the average age is lower; that of the first class is commonly 9·2. One effect of having efficient teachers and well-furnished schools seems to be that children can now be taught in less time than formerly the meagre smattering which passes for education, and that they are ready at an earlier age for the labour market. This is the case to such an extent that in many elementary schools the standard of instruction is not much above that of infants' schools of a very high class. Nor can any other result be expected if we have to contend with two such evils as irregular attendance and early employment in labour. On such points valuable evidence might be obtained from school registers, provided that one comprehensive system of registration were adopted by a sufficient number of schools.

The following is the abstract of the attendance at a town school in Cumberland, where a master, with a certificate of merit, and three apprentices have been employed, at an annual average cost to the public funds of 81*l.* 10*s.* per annum.

ABSTRACT of ATTENDANCE from 29 Sept. 1853 to 29 Sept. 1854, showing the average number of days per week each child in each class has been present during each quarter.

Class.	1st Quarter.		2nd Quarter.		3rd Quarter.		4th Quarter.		Average for each Class.
I. Boys -	2·51	1·95	—	2·83	—	2·09	1·82	1·70	2·14
Girls -	1·39						1·58		
II. Boys -	2·78	2·19	3·36	2·24	3·00	2·39	2·36	2·13	2·24
Girls -	1·61		2·13		1·78		1·90		
III. Boys -	2·31	1·63	3·15	2·345	2·97	2·30	2·89	2·15	2·21
Girls -	·95		1·54		1·63		1·41		
IV. Boys -	..	2·52	3·13	2·205	2·31	1·62	..	2·42	2·19
Girls -	..		1·38		·93				
V. Boys -	3·20	2·19	Only four classes.						Average for the whole school during the year:
Girls -	1·18								
Average for each quarter - -		2·09	2·4		2·1		2·1		2·19

This is an example of a school where there is an annual average attendance of 130 children, but where the average *attendance* of each child is only two days per week! The

standard of instruction in this case cannot be called high. The school is practically in two great divisions, with very unequal attainments. In the first class the children read fluently, write a good hand, and spell very fairly. In an exercise in dictation, from the fourth book of the Irish Commissioners, four out of ten examples were correct, four had one error, two had two errors, one had three errors. The same children can work correctly sums involving vulgar and decimal fractions. But in the second class only five in seventeen children worked correctly a sum in very simple multiplication; and in the third class only eleven children in a class of thirty-five *completed* a sum in simple addition. Unfortunately this is a common specimen of the schools which I have to visit. Those which follow are examples of the standard of attainments in schools from which Queen's Scholars have been elected.

A. 1st class. Twenty-five boys, in three groups.
1 group, 2 „ } Working sums from books.
3 „ Practice. Only two out of twelve boys produced a correct result.

B. 1st class. Thirteen girls.
First Example. Only three girls in thirteen worked correctly a sum in simple division.
Second Example. Only five girls in thirteen worked correctly a sum in easy reduction.

In both schools the teachers have certificates of merit; and in all these cases the particular lesson referred to was given by the regular school teachers, according to the directions of the time-table, without the slightest interference on my part.

The worst specimen of attendance which has come under my notice is shown in the following extract from the register of a school in Cumberland, in the charge of a master with a certificate of merit.

First Class Register Sheet.—Quarter ending July 14.

Names.	Average number of days in each week on which each child has been present.	
A.	1·3	
B.	2·15	
C.	2·2	
D.	1·5	
E.	2·2	
F.	·7	
G.	1·6	
H.	1·15	
I.	4·5	N.B. A candidate for apprenticeship.
K.	3·5	
L.	2·2	
M.	2·15	

The children referred to were, with two exceptions, I believe,

the sons or daughters of farmers, and were paying 6*d.* a week as the school fee.

I have collected a great number of examples of this kind during the last two years, and I can only consider them as unsatisfactory evidence that the humanising influences of mental culture are making the least possible progress where they are most needed. It would not be wrong to hope for some improvement if our schoolmasters were more generally animated by a missionary spirit, and had more intercourse with the parents of the children they propose to educate. It would be easy to show that this labour is seldom undertaken in vain.

I have the honor to be, &c.
D. J. STEWART.

To the Right Honorable
The Lords of the Committee of Council on Education.

APPENDIX.

DURHAM AND NORTHUMBERLAND PRIZE-SCHEME ASSOCIATION.

IN the years 1831 and 1832 Dr. Arnold addressed a series of letters to the *Sheffield Courant* on the social condition of the operative classes. His object was to give a sketch of the several causes which had brought about the existing relations of the rich and poor towards one another, both with regard to their mutual feelings and to their outward condition. He pointed out in plain and forcible language that great suffering, profound discontent, and general moral degradation might very naturally accompany periods of great and unusual commercial activity. The effect of wealth rapidly acquired would be, as he said, to remove different classes of society from one another, and to make their sympathies with each other less and less powerful. One half of society would move forward, while the other half would sink backward, and the distance between them in feelings and habits would continually become greater.

"Thousands of men grow up devoid alike of physical comforts and of intellectual and moral culture, and now we are reaping the fruits of it. Having no property of their own, they hate property; having no means of intellectual enjoyment, they are driven to seek the pleasures which we have in common with brutes; having never been made Christians, their undisciplined natures are incapable of valuing Christianity, and their evil passions teach them to hate it."—*Miscellaneous Works*, p. 211.

What was thus said in 1832 has been repeated again and again up to the present time. Mr. Tremenheere, in his reports on the mining districts, has annually reproduced these opinions. Year after year he has had occasion to remark on the increase of immorality in operative communities, their low sensual tastes and desires, the ignorance and jealousy which make them the prey of every and any political charlatan who has impudence enough to style himself the People's Friend.

In the *Times* of April 5, 1855, there is a very interesting letter, signed "Charles Walker and Sons, Midland Works, Tipton." This communication shows very forcibly the social evils alluded to in Dr. Arnold's letters, and it suggests some remedies. The description of the South Staffordshire districts

bears so close a resemblance to what I often hear said of the mining and manufacturing localities in the North of England, that it is worth while to copy it as it stands.

"The population of the whole district is divided into two classes, as far asunder as the antipodes. The employers, who are the gentry, and the employed, who are the working classes, who never associate one with the other, coming in contact only occasionally at their work, which, in general, as to the speaking point, may be pronounced seldom or never."

After pointing out the high rates of wages paid for labour, the writers proceed to say:—"Now it will be readily seen that, as far as worldly circumstances are concerned, no part of the community are better fitted to live and bring up a family respectably, to well educate their children, lay by for slack times, and as land and building materials are cheap, to prepare for sickness and old age. But what is the actual state of things? No part of the community lives less respectably. . . . . No part of the community is less educated, more than eight tenths can neither read nor write, the registrar's books show that more than three fourths sign their names with a cross. None of the community lay by less money; one week's or a fortnight's slackness will put them in a destitute condition. . . . .

"Can it be wondered, then, when men like these are thrown out of work by slack times, and are pinched by want, or on a fall in the market have a corresponding fall in their wages proposed, they should, in their simple and mischievous political economy, consider that the most easy way to obtain food is to go to a provision-shop and obtain it by force, or march in thousands to their employers and coerce them not to reduce their wages?

"What is the remedy for this vicious and sad state of things? Remove intemperance from the country and educate the people. Unless we are eye-witnesses, it is difficult to conceive the intemperance of the mining district. . . . .

"The other remedy is—educate the people. Education to the working man has far greater effects than to the wealthy. An ignorant energetic people is combustible matter, ready to blaze on the first spark. Education is a mighty help to temperance. A collier who can neither read nor write goes home at night; he has nothing to amuse him; his wife is as ignorant as himself, and, finding no amusement and recreation at home, he goes to a beerhouse to find it. His home has no attraction for him; having no education themselves, they cannot see the value of it for their children. The consequence is, that there is no disposition to send their children to school, and there is every inducement to send them to work, for in this district there are so many ways that children can be employed, that a child of eight or nine years of age may earn 5*s*. per week; twelve or thirteen years, 10*s*. and 12*s*. per week. Remonstrate with them on the folly of thus sacrificing the child for money, the answer outspoken is—'We've had no larning; don't see why the kids shouldn't do as well as the old uns; besides, we can't afford to keep them idling, doing a'nothing.' We say, most unreservedly, these people will never be educated till you shut away work from their children, and compel the parents to send them to school by law. The voluntary system has been tried here long enough, and although they are somewhat improved (for it would be hard indeed if there were not some good), and a great amount of good has been done by the network of communication by railway in this neighbourhood, yet down to the present, education, in a general way, may safely be said to have failed, and the rising generation bids fair to be quite as unlettered as their fathers. Let other more favoured districts dispute among themselves as to what form of religion is best to be added to education, but in these mining districts let the people he educated, and 'compel them to come in.'

"Let legislators, if they wish to know whether it is poverty or not that keeps back education, look to these mining districts for an answer, and they will find an affluent working population almost, if not quite, as uneducated

as the negroes of the West Indies. It is not poverty, but ignorance—the parent of ignorance, the companion of improvidence, the parent of crime. The money, though hard worked for, is easily obtained. 'Easy come, easy go,' is not confined to the employed. Is it not pleasant to reflect that in Germany the peasant of 3*s.* per week is a scholar by the side of an Englishman of thirty times the amount per week? Nay, most certainly has he a more comfortable, respectable home than the Englishman."

Such are the opinions of men who are far from depreciating the capacities and knowledge of the working classes, but would gladly see one hearty feeling of brotherhood existing between them and all other sections of English society.

They honour them for their intelligence in matters connected with their own business, and believe that an improvement in their general social organization would be the greatest blessing this country could receive.

In order to attempt a remedy for some of the evils just alluded to, an association was formed in the year 1852, by twenty-three firms in South Staffordshire, for the advancement of the education of the children of operatives in their employ. Feeling that the root of all the social vice and confusion before them was being strengthened and perpetuated by the early employment of children, they offered prizes to induce children to remain longer under school influences. They hoped that in this way some lasting impression might be produced on a boy's character.

Without expecting to maintain in their schools a high standard of instruction, they hoped to persuade parents to leave their children under the schoolmaster's charge long enough to acquire lasting habits of honesty, truthfulness, and self-respect.

It is not possible to measure rigidly the success which has attended this attempt.

Those most intimately connected with it are satisfied with what has been effected already. It has led to the formation of five other associations: the system appears to be acceptable to the operatives themselves, and to be interesting to their children. It may be said, that up to the present time, wherever these prize schemes have been established, their influence has been good; they have been in some degree the means of encouraging those habits of thoughtfulness and self-control, in which the operative class is generally deficient.

The success which has been met with in these particulars, has led to the formation of an Association for the Advancement of Education in the Northern District.

In the counties of Durham and Northumberland children are seeking employment in labour at an earlier age every year. It is not usual to find the average age of children in the first class of an elementary school higher than 10·5 years. In schools in pit villages the average is often much lower. As the age of the children in attendance at a school decreases, so also does the standard of instruction maintained in that school.

There is very good ground for fearing that the majority of the children now leaving schools for labour at factories or pits has not mastered the ordinary difficulties of reading and writing. If there are any evils allied to ignorance, it is but too clear that they will abound under such conditions.

The manufacturing districts of Durham and Northumberland will reproduce those features of social disorganization which are attributed to similar districts in Staffordshire. The objects of the prize scheme for the counties of Durham and Northumberland are given in detail in the circular and statement printed herewith. The committee have at present promises of nearly 100*l.* from annual subscribers, and they propose to attempt nothing that has not the great recommendation of having been tried with success for some years elsewhere.

The first examination may probably be held in the autumn, but before that time it is most desirable to see how far the manufacturers as a body will

give so important a proposal the consideration and support, which it is generally admitted to deserve.

(*Circular Letter*).

SIR, Houghton-le-Spring, Fence Houses, February 1855.

I AM instructed to forward to you the accompanying statement, respecting the terms and conditions on which the Durham and Northumberland Prize-Scheme Association propose to offer prizes and rewards to the children of the working classes; and, at the same time, to call your attention to the objects of the association,—namely, to encourage the children of the working classes to remain longer at school; and, after they have left school, and are gone to work, to encourage them at that critical period of their life still to continue their endeavours to improve, and to make use of the opportunities and advantages afforded by evening schools and Sunday schools.

I am also instructed by the committee to call attention to the importance which will be attached to *character* and *good conduct*, and *attention to their religious duties* on the part of the candidates, so that those who are able to pass a satisfactory examination, which will be carefully regulated so as not to be too difficult, will obtain the proposed prizes, only if their certificates as to character and good conduct are satisfactory. *Mere cleverness, without good conduct*, will not be deemed worthy of a prize.

In submitting this statement for your consideration, I hope the importance of this attempt will be carefully noticed, inasmuch as its object in truth is *to encourage the children of the working classes in the formation of good steady habits at the most critical period of their life;* and that this important attempt will be supported by your countenance; and that you will be disposed to contribute to the funds for that purpose.

I have the honor to be, &c.

(Signed) JOHN GREY.

ASSOCIATION for the ADVANCEMENT of EDUCATION in the MINING and MANUFACTURING DISTRICTS in the COUNTIES of DURHAM and NORTHUMBERLAND.

President.—Earl of Durham.

Vice-Presidents.—Duke of Cleveland, K.G.; Lord Ravensworth; Earl Grey; Earl of Carlisle; R. Stephenson, M.P.; Viscount Barrington; H. G. Liddell, M.P.

Committee.—I. L. Bell, Esq., Mayor of Newcastle; Nicholas Wood, Esq., Hetton Hall; H. T. Morton, Esq., Biddick House; the Vicar of Newcastle; Hon. and Rev. John Grey, Houghton-le-Spring; Rev. H. Maxwell, Heddon-on-the-Wall; J. Hartley, Esq., Bishopwearmouth; T. E. Forster, Esq., Newcastle; C. Lamb, Esq., Jesmond Dene, Newcastle; R. W. Swinburne, Esq., Cleadon, South Shields; C. Trotter, Esq., Stockton; C. L. Wood, Esq., Black Boy, Bishop Auckland; R. W. Hodgson, Esq., Mayor of Gateshead; W. Henderson, Esq., Durham.

Provisional Secretary.—Hon. and Rev. John Grey.

Subscriptions may be paid to the account of the association at the Durham and Northumberland District Bank, Newcastle, and at Messrs. Backhouse's Bank, Durham.

The object of the association being to encourage good conduct and regularity of attendance in the schools in union with it, by means of a prize-scheme, to be extended to all schools under Government inspection in the counties of Durham and Northumberland, whether in connexion with the Church of England or not, it is proposed to give prizes to such boys and girls as shall appear to Her Majesty's Inspectors and to the Committee to

be deserving of such rewards; and also, under certain regulations specified below, to boys who have left school and gone to work.

Every candidate must be furnished with a certificate as to *conduct, character,* and *attendance at school,* both on week-days and Sundays. The examination will be confined to religious knowledge, reading, writing from dictation, and arithmetic.

The secretary of the association shall transmit to the master or mistress of every school in union with the association the requisite forms to be filled up, which must be returned to the secretary at least ten days before the examination.

Any school under Government inspection may be placed on the list of the association by the managers of the school signifying to the secretary their assent to the rules of the association, and paying a subscription of 5*l.* to the fund, which subscription shall be due on the 1st of January in each year. A firm subscribing 10*l.* will be entitled to place all its schools on the list.

Boys and girls will be admitted as candidates according to the following regulations:—

CLASS I.—Prize of 1*l.*

Candidates to be boys or girls who can produce certificates,—

1. That they have attended for two years, and are still attending, some school approved by the association and under Government inspection.
2. That they have completed their tenth year.
3. That their character and progress in religious knowledge are satisfactory.

N.B. A year's attendance at school will be understood to mean that the scholar has attended at least 176 days in the year.

CLASS II.—Prize of 2*l.*

Candidates to be boys or girls who can produce certificates,—

1. That they have gained the preceding prize.
2. That they have continued to attend school regularly.
3. That their character and progress in religious knowledge continue to be satisfactory.

N.B. This prize may be gained in each successive year until they leave school.

CLASS III.—Prize of 5*l.* for boys who have left school and gone to work.

Candidates to be boys who can produce certificates,—

1. That they have gained the preceding prizes.
2. That they have completed their thirteenth and have not completed their sixteenth years.
3. That they are employed in connexion with the works of some member of the association.
4. That their character is good.
5. That they have attended some drawing school or evening school, as well as some Sunday school, since leaving their day school.

CLASS IV.

In special cases, to be determined by the examinations of Her Majesty's Inspectors of Schools, exhibitions will be awarded to assist deserving candidates to attend schools capable of educating them as mining agents, surveyors, &c.

All working details will be regulated according to the wants of the district by the Committee of Management, in concert with Her Majesty's Inspectors of Schools.

Summaries of Tabulated Reports, for 1853–4, on Schools inspected by Rev. D. J. Stewart.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.					Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-Teachers* in those Schools.†
No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.								
	Boys.	Girls.	Infants.	Mixed.					
107	43	40	14	57	104,280	13,386	13,927	88	198

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
14·53	0·03	0·28	0·11	3·82	9·74	11·65	27·95	38·76	3·65	6·23	13·6	18·01	22·34

To write		To read						
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
41·44	50·53	33·81	25·97	30·91	37·08	8·96	67·24	65·19

Per-centage of Children *on School Registers*

Aged								Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
23·71	15·12	14·79	14·53	12·33	8·8	5·97	3·07	1·68	2·8	3·5	6·5	11·5	27·46

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 96 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
885 5 7	3,474 10 4	3,909 6 0	1,765 0 0½	10,034 1 11½

Aggregate Annual Expenditure, as stated by Managers, of 99 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
7,208 19 4	769 0 0½	1,779 5 9½	9,757 5 2

Schools inspected in the Counties of Wilts, Berks, and Hants, in 1853–4, *by Her Majesty's Inspector of Schools, the* Rev. W. WARBURTON.

SIR, Southampton, 27 Nov. 1854.

I HAVE the honor to present the detailed reports on the schools which I have visited during the last twelve months.

I take this opportunity of tendering my acknowledgments to their Lordships, of the Committee of Council on Education, for having acceded to my request for six months' leave of absence in consequence of the unsatisfactory state of my health. I much regret that the same cause which compelled me to make that request renders it necessary that such observations, on the state of elementary education in my district, as I intended to embody in a General Report this year, should be reserved for that which I hope to lay before their Lordships in the autumn of 1855.

I have the honor to be, &c.

W. WARBURTON.

The Secretary of the
Committee of Council on Education.

SUMMARIES OF TABULATED REPORTS ON SCHOOLS INSPECTED BY REV. W. WARBURTON, IN WILTSHIRE, BERKSHIRE, AND HAMPSHIRE, IN 1853–4.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
102	43	38	22	54	107,729	11,319	12,026	88	200

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
26·17	0·12	0·37	0·24	4·1	9·7	16·07	32·72	44·7	2·27	6·19	17·83	8·33	30·79

To write			To read					
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
37·34	44·36	37·82	28·55	32·93	31·72	10·05	78·01	82·76

Per-centage of Children *on School Registers*

Aged								Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
37·75	11·82	12·14	11·67	9·78	7·55	5·24	2·62	1·43	6·31	5·79	9·62	12·56	15·23

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 98 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1,085 14 1½	4,467 9 11	2,326 11 0	1,261 10 10½	9,141 5 11

Aggregate Annual Expenditure, as stated by Managers, of 98 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
6,391 6 3½	850 18 3½	1,796 3 11½	9,038 8 6½

General Report, for the Year 1854, *on the Schools inspected in Wales, by Her Majesty's Inspector of Schools, the* Rev. H. LONGUEVILLE JONES.

MY LORDS, 10 January 1855.

I HAVE the honor of laying before your Lordships my annual report, for portions of the years 1853 and 1854, upon schools visited by me in eleven out of the twelve counties, over which my district extends.

Last year I took occasion to call attention for the second time, to the great want of good teachers of navigation, indeed of navigation schools, in the more considerable ports of Wales; and, although my remarks have not caused much local inquiry, while the need of such a kind of instruction remains unabated, I am glad to be able to report that at Caernarvon, where people are in earnest about education, steps have been taken with success towards supplying the want so generally complained of. A certificated master sufficiently skilled in mathematics has been added to the staff of the Model School; and has opened a class of navigation and mathematics, with considerable success; while the normal master has thus been released from additional duties, which he could not be fairly expected to perform, and has been able to give his undivided attention to the training of students and the education of boys. The terms are not high, only 1*l.* 1*s.* per quarter, or 2*s.* per week; and in connexion with navigation, properly so called, a regular course of lectures on astronomy and other connected subjects are also to be given.

These details may be considered as of little interest by the friends of education, who live in the interior of the country; but it should be remembered that the sea-border of Wales is extensive in proportion to the total frontier of the Principality; that many of the most important towns in Wales are, either on the sea, or closely connected with seafaring matters; that a considerable number of the boys, educated in the schools of those places, go to sea at an early age; and therefore, that it would be a really national boon, if judicious measures were adopted for providing those boys, when growing into young men, with instruction in the essential principles of mathematical knowledge, so useful to them during their future course.

Very commonly, hitherto, navigation has been taught more as a matter of rote and of book, than of science and thought. Certain text books and tables have been drawn up, an empi-

rical acquaintance with which is all that masters have been able to impart to navigation-pupils, and apparently all that the pupils have been able to receive. I am aware that in the ordinary course of things, a common sailor, a man before the mast, is not required to be a mathematician or an astronomer, even as far as the most elementary principles are concerned; but I cannot help thinking that some, the most general and useful of these same principles, might be fixed in the mind of any lad of tolerably clear understanding, during the last year of his attendance at school, and the first two or three winters of his apprenticeship to sea service. I can conceive the possibility of a properly qualified master,—but he must also be a man of *good sense*,—instructing lads of this kind, between the ages of thirteen and sixteen, in the ready and accurate use of decimals and logarithms; so that he need not turn to the "printed rules" before he can apply the tables to work out the results of any common observations. I see no reason why the leading properties of lines, triangles, rectangles, and circles, of plane geometry, in fact, may not be firmly engraven on the memory and understanding of the young seaman, though he may never go so far as to become acquainted (with what would form an admirable shipmate when becalmed or in harbour) his Euclid. The main doctrines of plane trigonometry, and then of solid and of spherical geometry, passing at last into spherical trigonometry, that is to say, navigation and astronomy, would easily follow; and if a judicious, rather than extensive, selection were made for the use of such pupils,* and if teachers could be provided capable of using it, there would be a reasonable prospect of raising the whole subject of navigation from its present superficial condition, as well as of thereby generally expanding and improving the minds of our honest and hardy, though too often ignorant because untaught, seamen. Unless, however, public aid of some efficient kind be given, such a step forward as this, towards ameliorating the condition of our seamen, will either not be taken at all, or will be attempted in a desultory, uncertain, and unsatisfactory manner.

Somewhat connected with the above are classes for the evening instruction of young men, superior to common evening or adult schools, formed at Caernarvon, by the principal and other officers of the Training and Model schools. Eight lecturers give instruction in the following subjects; viz., religious (Church of England) reading, writing, arithmetic, mathematics, geography, grammar, history, and French; and admis-

* The elementary geometrical and astronomical works of Professor Hall, and Professor Moseley, are good specimens of the kind of books required. Their works may safely be adopted as most useful and judicious handbooks.

sion to all the classes, occupying four evenings in each week, together with the use of books from the lending library of the Model School, is afforded for 1s. per month. The price is too low, but the classes are well attended.

Evening and adult schools exist in various towns of Wales; but they fluctuate in their existence, sometimes they flourish, then they decay, too often they become extinct. The fact is, that they are left too much to the goodwill and the energy of unpaid amateur teachers; they require public regulation and support; they merit it much more than can be supposed; and above all, they require ample pecuniary aid. From what I know of the social condition of the mining, the manufacturing, and the seaport towns of Wales, I feel convinced that the systematic and general establishment of evening schools, (and they would practically be identical with adult schools), conducted by teachers specially employed and properly remunerated, would be of the greatest importance in improving the moral and social condition of town populations in Wales.

I have not yet heard of more than two good "ragged schools" in my district, one at Caernarvon, the other at Wrexham; they may exist in other places, but I have not been informed of the fact. And yet there are certain towns where they are wanted quite as much as schools of the next degree above them, whether Parochial, National, or British; I allude to such places as these: Merthyr-Tydvil, Cardiff, Swansea, &c. The streets of these towns abound at all hours of the day, whether they be what are understood by school-hours or not, with ragged, dirty, dissolute children, neglected by their parents, and strongly claiming the protection of the state. The ordinary schools of these towns are inadequate in size and in teaching power to accommodate these poor children, even if they were to come to them; and thus, while the web of good education is being woven with difficulty at one end, it is being unravelled with greater facility at the other, by that ragged and disorderly crowd, serving to contaminate their fellow-children, and to neutralize hereafter, as much as in them lies—and for aught apparently that the public cares—the well-intended efforts of the supporters of our better schools.

It may be said that the three classes of schools, which I have alluded to, do not come properly within the limits of my official inspection, and that my observations upon them are rather gratuitous. But I am doing no more than re-echo the opinions, and the urgent representations made to me by the earnest and reflecting friends of education in Wales, in thus recording my own assent to their truth and justice. The promoters of schools are continually complaining of the bad

influences to which children are exposed, if not actually within the school walls; of their own inadequate resources towards meeting the various kinds of educational wants so pressingly felt; and of the evil that results from some provision not having been made for perpetuating and extending school influences, for keeping up school impressions, among the adolescent portion of our population. Public feeling in Wales is becoming excited upon these points, and discouragement is felt at so few symptoms of an inclination to aid in remedying these evils being evinced by the Legislature.

A late circular from the Committee of Council on Education led to the supposition that it was considered desirable to promote the formation of Drawing Classes and Schools of Art in Wales. But it was not sufficiently taken into account, that, from the historical, geographical, and religious peculiarities of the inhabitants of the Principality, the spirit of art was dormant in the most favourable localities, and could hardly be expected to exist throughout the greatest portion of the district. It was especially necessary to sow some portion of seed, however small, over a broader rather than a narrower space, if any practical result, within the future experience of men now living, were to be looked for. It has been therefore a subject of deep regret to myself, that the simple and cheap experiment of distributing gratuitously a few good engravings, or other objects of art, among the schools of Wales under inspection, which I was allowed to propose to the Department of Science and Art, on my own responsibility, was immediately declined. The cost might have been about 200*l.*; and yet, for the want of this invitatory grant from that Department, I feel perfectly convinced that the efforts, whether of the friends of art in Wales,

". . . . . rari, nantes in gurgite vasto,"

or of myself as Inspector, to promote the objects of the circular in question, are almost hopeless. We have nothing to show, nothing to appeal to: art is not to be taught by "the critic of pure reason;" it is the child of imagination, the product of the eye and the hand. A village that can show no work of art higher than "The Prodigal Son," framed and glazed in the inn-parlour (for even sign-boards do not exist in a great part of Wales), will never send pupils to the classes at Marlborough House. In some of the better schools, a few of the apprentices have attempted to execute copies of the cold and meagre exercises prescribed for them; but the effort is only a spasmodic one, and is entirely confined to the desk of the schoolmaster. I have no hope of a feeling for art being generated in Wales, without a generous and widely conceived application of public funds for that special purpose.

I am only the organ of public opinion in Wales, when I state that the Capitation-Fee system lately introduced, and liberally administered, as it has been, is considered by the managers of schools as equal in practical good to those other two great and successful measures of the Committee of Council on Education,—the apprenticing of pupil-teachers, and the inspection of schools. No more direct stimulus to managers and masters, in procuring regularity of attendance, and therefore no more efficacious way of raising the tone of schools, could have been adopted than this, of making the authorities of a school, the children, and the parents, all co-operate, indirectly, yet surely, towards procuring public pecuniary aid. It is a measure that has elicited universal approbation; and everybody connected with school-keeping in my district looks forward to its working steadily and well. The managers of schools in corporate towns exclaim loudly against their exclusion from the operation of so beneficial a Minute, and do not anticipate from a local rate, which, if raised, would probably be administered with party spirit, the same advantages as now result to village schools from the independent action of the Committee of Council on Education.

To give some further idea of the difficulties experienced in the management of schools in towns of a peculiar class, such as Merthyr-Tydvil, I append the following table, drawn up by the Master, from the books of the Boys' National School in the suburban district of Cyfarthfa:—

CYFARTHFA SCHOOL, 1853–4.

Children in school under 6 years of age	45
" " 10 "	45
" over 10 "	17
	107
Children who have been in the school less than 1 year	95
" " more than 1 year	6
" " more than 2 years	3
" " more than 3 years	3
	107
Children who, before coming to this school, have been in no schools	15
" " " 1 "	26
" " " 2 "	30
" " " 3 "	20
" " " 4 "	11
" " " 5 "	4
" " " 6 "	1
	107

If this return be compared with that of the attendance at the same school made in my report of last year, the schoolmaster's

task in such a locality may be considered as almost hopeless. The regular national school system is nearly inapplicable under such circumstances.

But, to afford a pleasing contrast with such a state of things, I beg leave to call your Lordships' attention to the following remarkable extract of a letter from the Rev. M. Morgan, Vicar of Conway, an ancient decayed town with hardly any commercial resources:

"I wish you to make a note of the fact that the population of the parish of Conway was 1,517, according to the last Census; while the number of children in the boys', girls', and infants' schools, amounts to 388, *being more than one-fourth of the entire population*—a proportion unparalleled, not only in Wales, but, I believe, in the whole of the British dominions.

The schools at Conway are conducted with great sobriety and earnestness of purpose, and the annexed return, made out by the master, of the *rationale* of the boys' attendance is worthy of perusal.

The number of boys between the ages of 7 and 16 exclusive, residing within a mile of Conway school, is 152.

Of these there are apprentices	7
Stable-boys, shop-boys, and others, who, from nature of employment, cannot be spared	9
Attending other schools	3
Idlers (2 boys of bad character, the other on a farm)	3
On the school books	130
	152

Number of boys whose place of residence is more than a mile from the school (these daily pay bridge toll) 5. 5 + 130 = 135, the total number on the books.

The average attendance for the past year has been 90. To account for the smallness of this number, it must be stated,

First. That as all, except the regularly employed, attend school, whenever any unusual piece of work is to be done (such as carrying water on washing day, making short trips on the river, planting and gathering potatoes, &c.), school-boys must be retained to do it.

Secondly. The market-day is Friday; full half of the first and second classes are kept at home on this day, to serve in the shops, stalls, standings in the streets, &c.; a number of the others, also, are required to take care of the house and little ones, while the mother is marketing. In the afternoon, few who are anyway connected with business, can come; dinner not being prepared in time. Doubtless some, taking advantage of the general confusion, play truant, the number of excuses at hand rendering detection scarcely possible.

In spite of expostulation and severity, the Fridays' attendance seldom exceeds 70. This, of course, diminishes the average total.

Thirdly. Many of the boys are employed at every ebb tide, in fair weather, gathering mussels. These must be permitted to come and go when they require, and may be called "half-timers."

It is but just to state that their mothers and elder sisters often do their work, labouring hard to keep them at school.

Lastly. The highest attainments which parents have hitherto thought necessary seem to be the writing of a letter and the making out of a bill.

Formerly lads sometimes remained till 16 or 17 years of age, working up to this standard; now none remain beyond 15. To induce them to do so, book-keeping and mensuration have just been introduced.

At the Confirmation, held in Conway, in September 1850, the number of persons confirmed, from the town of Conway, was 35. In September 1853, the number of boys alone was 29; these, with 3 or 4 exceptions, had all been taught at the school.

That education, when good, is pretty sure to be ultimately valued, may be illustrated by the result of attendance in an excellent school, often recommended to the notice of the Committee of Council on Education, that of Redberth in Pembrokeshire. It is extracted from the School Register of 1853-4, and shows how a small centre of sound and religious instruction may be able to spread its light through many adjoining parishes.

REDBERTH SCHOOL.

Children attending	from	Redberth parish	27
„	„	Williamston	23
„	„	St. Florence	21
„	„	Begell	8
„	„	Carewy	8
„	„	St. Issell's	7
„	„	Jeffreyston	6
	„	Gumfreston	5
„	„	Manorbeer	3
„	„	Tenby	1
			109

We find from this that 75 per cent. of the total attendance was furnished by other parishes than that in which this school is situated, and for these two sufficient reasons: the school is known to be a good one by long experience, and the teacher is "to all the *children* dear."

The trustees of Mrs. Bevan's charity have favoured me with the subjoined return of the distribution of their teachers and stipends for 1854.

Mrs. BEVAN'S *circulating* CHARITY SCHOOLS in WALES.

List of Schools appointed by the Trustees, for the year ended October 1854.

Stations of Schools.	Masters.	Annual Salary or Aid to each.	Observations.
COUNTY OF PEMBROKE.		£	
Newport	John Morgan	40	A permanent Training School for the masters.
Llanfair-nant-gwyn	Thomas Charles	30	
Llandissilio	Thomas Thomas	30	This master has been removed to Tregaron, County of Cardigan.
Penrith	Richard Hughes	30	

Stations of Schools.	Masters.	Annual salary or Aid to each.	Observations.
CAERMARTHENSHIRE.			
Llanedy	Ebenezer Williams	30	This master, since appointed to Penclawdd, Llanrhidian, near Swansea.
St. Clears	Thomas Russan	30	Since appointed to, and now at Llansadwrn, Caermarthenshire.
Llangan	John Jones	30	Now at Llanglydwen.
Llanllwch	James Davies	10	In aid of salary there.
Eglwysfair-giantaf	David Saunders	30	
Llanllawdog	Thomas Jones	30	
Ystradffin	Benjamin Davies	30	
Llandilofawr	Evan David Evans	30	
Llanfihangel-Rhoscorn	William Thomas	30	
COUNTY OF CARDIGAN.			
Ystrad	Thomas Lewis	30	
Penbryn	John Jones	30	
Llanywchaiarn	Thomas Lewis	30	Now at Llangranog.
Troedyraur	David Jenkins	10	In aid of salary.
COUNTY OF RADNOR.			
Llanyre	Thomas James Price	30	
Crigrena	Thomas Lewis Williams	30	
COUNTY OF GLAMORGAN.			
Llansannor	Meylar Nicholas	30	Now at Pendoylan.
Llandilo-talybont	Daniel Jones	30	This master has since left Trustees' employ.
COUNTY OF BRECON.			
Broyn-llys	David Lewis	30	
NORTH WALES, DENBIGHSHIRE.			
Pontfadog	William Hughes	30	
COUNTY FLINT.			
Brynford District, Parish Holywell	David Price Roberts	15	In aid of the salary there paid to him.
COUNTY OF MERIONETH.			
Bettws Gwerfil Goch	Thomas Salter	20	In aid of his salary there.
Bontddu, Llanaber Parish	Hugh Richards	30	
Llanymowddwy	Edward Ridge	30	
COUNTY OF MONTGOMERY.			
Tref Eglwys	Benjamin Vaughan	30	
Llangynog	Richard Vaughan	30	
Cemmaes	John Williams	20	In aid of salary there.

Visitors of above schools appointed by the Trustees:—

Rev. JOHN WILLIAMS, Llanymowddwy, **for North Wales.**

Rev. H. L. DAVIES, Cenarth, Newcastle-in-Emlyn, **for South Wales.**

(Signed) CALEB LEWIS, Secretary to the Trustees.

Cardigan, 28 December 1854.

Several changes have recently taken place in the distribution of Mr. Betton's charity among schools in Wales; but I have reason to believe that there are still many town schools in receipt of aid from that institution, which might be fairly expected to do without it; while there are many poor villages where the annual 5*l.* grant from Mr. Betton's fund would be of very great importance.

The question of "fair payments," that is to say, of payments for children fairly proportioned to the wages and incomes of their parents, is making way in my district, and with the same beneficial results that, in my humble opinion, must follow from it whenever judiciously applied. I find that the Committee of Managers of Swansea National School commenced the year 1853 with a balance of 38*l.* 6*s.* 8*d.* in hand, and concluded their financial year on the 31st of December with a balance of 76*l.* 19*s.* 9*d.* in their favour, out of which sum they at once set apart 50*l.* as an addition to their Endowment Fund. This fund produced them during the same year 26*l.* 10*s.* 1*d.* interest.

At Llanidloes, where the "fair payment" system also prevails, the balance in favour of the managers for the year 1st August 1853—1st August 1854, was considerable, as will be observed below.

LLANIDLOES NATIONAL SCHOOL.

Income.	£	*s.*	*d.*	*Expenditure.*	£	*s.*	*d.*
Voluntary contributions	52	16	11	Master's salary	75	0	0
School pence	46	5	0½	Assistant-teacher	1	9	0
Betton's charity	5	0	0	Books and apparatus	11	8	4
Parochial charities	22	18	3	Fuel and lights	8	7	3½
Church of England Education Society	10	0	0	Repairs	5	4	0
				Other expenses	1	8	4
				Balance	34	3	3
	£137	0	2½		£137	0	2½

This school is, however, fortunate in the amount of the charitable contributions it has received; and not the least so in having, though a National school and erected mainly by that society, obtained a grant from another association started n order to oppose it.

In an agricultural parish of Wales (Llanwnog, Montgomeryshire), where the parishioners have come to the honourable determination of depending as much as possible upon their own resources for the support of the school, the school-buildings have had nearly one-half of their cost (142*l.* 8*s.* 10*d.* out of 307*l.* 15*s.* 2*d.*) provided for by a *voluntary assessment* of 8*d.* in the pound on their respective rentals; while for the regular annual support of the school, two-thirds of the landowners in that parish have voluntarily assessed themselves at 2½*d.* in the pound. This is a fact worthy of imitation, though it may probably be inexplicable to a large portion of the landowners of Wales; and yet it has been effected without much difficulty, while it works in peace and harmony; and the school is deserving of the money so properly bestowed upon it.

Grants of money for the erection of new buildings, and the improvement of existing ones, have been made in my district by the Committee of Council during the past year, as well as in previous ones. It is a matter of personal regret to myself that more efficient means are not adopted for ascertaining, first of all, that the plans and elevations of the buildings are not only theoretically, but practically good, and suited to the locality; and next, that the work thus executed with the aid of public money, is performed honestly and in a thoroughly satisfactory manner. I beg leave to report my conviction, not now expressed for the first time, that much waste of public money, caused by bad and dishonest building has taken place in my district, without any effective inspection of buildings, that I am aware of, having been exercised by order of the Committee of Council. Not only should the plans and elevations be properly inspected, as indeed they are now, before the grant is allowed; but the buildings when erected should also be thoroughly examined and *tested* before the grant is paid.

In connexion with this subject, I have compiled a tabular return of the dimensions of most of the school-rooms under my inspection, and have calculated their cubical contents as well as their areas. By comparing their data with the number of children that can be accommodated, and also with the number actually present in each school at the time of my visit, I have ascertained (1) the number of cubical feet of air afforded per child in each room, and (2) I have been able to compare this with the state of the atmosphere as I found it in these rooms, by my too often painful experience. In doing this, I have taken eight square feet of area as the minimum of working room, and 120 cubic feet of air as the proper quantity to be supplied to each child, *supposing that air to be pure and fresh.* The results are as follows:—

Name of School.	Number of cubic feet of air per head.	Number of cubic feet of air in School-room.	Number of square feet in area of School-room.	Number of children that can be accommodated in School-room.	Number of children present at inspection.
Cadoxton Neath, M.	196	39,432	1,612	202	113
Mold, B.G.	196	22,050	900	112	52
Sketty, B.G.	181	16,080	712	89	45
Buckley, B.G.	180	22,940	1,020	128	41
Bishopston, B.	180	13,500	600	75	30
Caernarvon, B.	180	79,969	3,547	444	227
Ruthin, M.	180	45,225	2,010	252	136
Gellygaer, M.	180	29,160	1,296	162	62
Dolgelley, M.	178	17,760	800	100	98
Minera, B.G.	168	17,955	855	107	78
Swansea, B.	168	36,288	1,728	216	138
Conway, G.	168	13,608	648	81	89
Lampeter, M.	166	19,490	902	121	86
Conway, B.	164	22,140	1,080	135	90

Name of School.	Number of cubic feet of air per head.	Number of cubic feet of air in School-room.	Number of square feet in area of School-room.	Number of children that can be accommodated in School-room.	Number of children present at inspection.
Llanfaelog, M.	164	12,292	600	75	77
Machynlleth, B.	162	20,502	1,036	127	114
Barmouth, B.	160	11,980	594	75	54
Welshpool, Belan, B.	160	14,400	720	90	22
" Infants	160	21,160	1,058	132	80
Gwernyllt, M.	160	14,400	720	90	55
Chirk, G.	159	13,320	666	84	70
Newtown I.	159	10,000	500	63	49
Borth, M.	156	24,063	1,234	155	40
Fishguard, M.	156	23,322	1,193	150	80
" I.	156	15,600	800	100	86
Caermarthen, B.	156	24,375	1,250	157	90
Cardiff, B.	152	23,838	1,260	157	127
Llangollen, M.	152	24,750	1,250	157	102
Cyfarthfa, B.	152	20,520	1,080	135	64
Llandeloy, M.	152	24,700	1,300	163	51
Llandegai, B.	150	17,167	918	115	106
Newtown, B.	148	28,000	1,400	190	102
Llanrwst, B.G.	148	13,696	744	93	81
Bodfeirig, B.	147	15,509	946	106	76
Denbigh, M.	147	20,590	1,113	140	73
Brymbo, G.	147	16,465	899	112	83
Uzmaston	146	16,066	880	110	105
Llanfabon	146	24,750	1,300	163	60
Haverfordwest, B.	144	20,736	1,152	144	131
Rhos Llanerchrugog, M.	144	29,520	1,640	204	121
Llangenech, M.	144	12,960	720	90	107
Llanrhuddlad, M.	142	22,237	1,250	157	36
Cardiff, G.	141	18,753	1,064	133	106
Lampeter Felfry, M.	140	21,000	1,200	150	36
Llanfyllin, B.	140	12,600	720	90	83
Llanrhaiadr (Denbigh), M.	140	12,600	720	90	56
Llangefni, M.	140	19,215	1,098	138	119
Ruabon, B.G.	140	16,800	960	120	30
Tenby, I.	138	18,819	1,090	137	88
Cadoxton Barry, M.	137	6,438	375	47	25
Llanidloes, M.	136	25,840	1,520	190	234
Llanrhian, M.	136	12,240	720	90	50
Hay, B.G.	136	13,600	800	100	43
Llansantffraid, M.	135	10,125	600	75	81
Aberdare, G.	133	19,635	1,190	149	163
Brynford, M.	133	16,124	972	121	69
Llanddeusant, M.	133	10,764	648	81	39
Letterston, M.	133	9,801	594	74	51
Tenby, New Hedges, M.	132	12,822	765	96	93
Castle Caereinion, M.	132	11,880	720	90	21
Aberbank, M.	131	17,077	1,045	130	98
Clynnog, M.	131	11,720	720	90	40
Llanfair Talhaiarn, M.	130	10,530	648	81	53
Bontnewydd, M.	129	18,114	1,134	141	57
Merthyr St. David's, B.	128	24,000	1,500	188	101
Bagillt, B.	128	19,600	1,225	154	109
Cilgerran, M.	128	12,096	756	95	96
Trawsfynydd, M.	128	14,640	915	115	97
Llandyrnog, M.	128	15,040	940	118	86
Penmon, M.	128	12,800	800	100	59
Mostyn, B.	128	20,128	1,258	158	55
Llanfair-is-Gaer M.	128	9,216	576	72	75
Dafen Tinworks, M.	127	11,088	693	87	129
Llangedwyn, M.	123	12,555	810	102	76
Caernarvon, G.	122	51,840	3,400	425	129
Llanfihangel-uwch-Gwili, M.	120	6,750	450	57	45
Llandaff, G.	120	7,875	525	66	56
Cyfarthfa, G.	120	15,120	1,008	126	63
Merthyr, I.	120	22,500	1,500	188	90
Newcastle Emlyn, B.	120	9,000	600	75	85
Nantgaw, M.	120	14,520	968	121	66
Holywell, B.	120	18,000	1,200	150	76
Llanferres, M.	120	13,500	900	113	59
Meliden, B.G.	120	18,000	1,200	150	70
Eglwysfach, M.	120	13 200	880	110	62
Waunfawr, M.	120	9,720	648	81	31

Name of School.	Number of cubic feet of air per head.	Number of cubic feet of air in School-room.	Number of square feet in area of School-room.	Number of children that can be accommodated in School-room.	Number of children present at inspection.
Rhyl, M.	120	9,135	603	76	83
Tyntwr, B.	120	21,600	1,440	180	96
Forden, M.	120	8,640	576	72	42
Coychurch, M.	118	4,500	300	38	16
Pen-y-Parke, M.	114	20,580	1,372	172	119
Bridgend, M.	112	13,440	960	120	104
Llanfihangel Aberbythick M.	112	7,560	540	68	33
Llandyssul, M.	112	14,560	1,040	130	84
Llandeilo Talybont, B.	112	7,472	534	67	31
Rhuddlan, B.	112	16,016	1,144	143	65
Brymbo, B.	112	12,460	890	112	34
Whitford, M.	112	11,312	808	101	77
Abercrave, M.	112	12,426	884	111	29
Haverfordwest, I.	112	9,702	693	87	46
Cardigan, B.	109	13,041	966	121	140
Rudbaxton, M.	108	5,292	392	49	76
St. Bride's Major, B.	108	6,804	504	63	45
Welshpool, B.	108	13,468	1,368	171	127
Flint, B.	107	9,112	675	85	80
Pembroke Dock, B.	106	20,997	3,344	193	156
Cardigan, G.	106	12,795	966	121	150
Aberdare, B.	105	15,470	1,190	148	58
Llangristiolus, M.	104	7,020	540	68	70
Redberth, M.	103	11,280	880	110	113
Llandaff, B.	102	8,775	702	86	52
Llangasty, M.	102	4,641	364	45	9
Newton Nottage, B.	100	4,500	360	45	35
Stackpole, M.	100	10,800	864	108	80
Ffestiniog, M.	100	16,675	1,334	166	74
Llanbadrig, M.	100	8,100	648	81	79
Loughor, M.	100	8,750	700	88	89
Llangenau, M.	99	7,010	286	72	42
Berriew, B.	96	9,600	800	100	92
Ruddry, M.	96	2,400	200	25	24
Penmark, M.	96	9,504	792	99	29
Cowbridge, M.	96	6,480	540	68	50
Wick, M.	96	6,480	540	68	24
Penprisk, M.	96	5,328	444	56	69
Pentyrch, M.	95	5,400	450	57	14
Warren, M.	94	6,619	574	71	52
Brecon, B.	94	13,790	1,188	148	60
Llandegai, G.	92	8,694	756	95	117
Abergwili, M.	91	13,600	1,200	150	82
St. Nicholas, M.	90	7,200	480	60	37
Llandovery, B.	88	10,626	966	121	81
Abergele, M.	88	9,702	882	111	104
Knighton, M.	88	2,850	285	36	44
Pensarn, M.	88	9,188	828	104	52
Tenby, B.	84	5,281	503	63	93
Llangoedmor, M.	84	4,536	432	54	45
Llandovery, G.	83	7,584	736	92	96
Churchstoke, M.	80	5,760	576	72	56
Conway, I.	80	6,480	648	81	107
Milford, M.	80	8,280	828	104	101
Tenby, G.	77	4,816	503	63	63
Llandygwydd, M.	76	3,562	375	47	80
Berriew, G.	76	7,600	800	100	56
Pembroke Dock, G.	72	9,720	1,080	135	132
St. Fagan's, B.	71	3,415	379	48	30
St. Asaph, B.	66	6,756	819	102	47
St. Bride's Major, G.	64	1,872	234	30	41
Narberth, B.	64	4,896	612	77	98

Although it will be perceived from the above table that 89 rooms have a sufficient air-space, while 60 have not, yet it is not therefore to be inferred that rooms, affording the greatest number of cubical feet of air for each child, are always the

sweetest and the most wholesome. The proper ventilation of a room depends not only on its cubical size, but also on the means it possesses for the ingress of fresh air, and, more especially, for the egress of foul. Thus the school, which stands lowest on the list in point of cubical feet for each child, Narberth, is by no means one of the worst ventilated, because the means of ingress and egress are properly calculated; while others that stand high, such as Ruthin, are unwholesome because the means of egress are insufficient.

After much consideration of the subject, I have arrived at the conclusion, that the *cheapest* and probably the most effective way of affording means of egress in a room, open to the ridge beam, is to have the alternate ridge tiles raised on the others saddle-fashion, and strongly clamped or mortared down; thus affording a great number of openings all along the highest level, that is to say, the true place of escape; that a room with a coved roof is the most difficult to ventilate, and by no means so good in this respect as one with a flat ceiling; but that the most advantageous elevation for a school-room (whether in point of ventilation, or wall space, or light), is when the walls are not pierced with any windows, and a glazed vertical skylight extends all along the middle of the roof, rising from the purlines, as is the case in many railway sheds and stations.

A lower room or cellar, or underground space, not less than three feet in height, and extending under the whole of the school-room floor, affords the most effective way of admitting fresh air; but the ordinary air flues (which are always out of order) are nearly as useless, in their way, as Arnott's ventilator is in another. I am speaking not from theory only, but much more from practical experience; and I consider the subject as so important to the health and comfort of all persons connected with a school, that I confess I should be glad to find some stringent rules adopted concerning it by the Committee of Council.

It is my hope, next year, to be able to compile a map of Wales, showing the geographical distribution of schools under inspection. This will bear directly on the question as to how far the influence of the measures adopted by the Committee of Council has penetrated among the mountains and valleys of the Principality. Meantime I may, perhaps, be permitted to express an opinion pretty generally entertained in my district, that the work of education now requires extension, in the remoter parts of the country, by public measures, probably differing in degree if not in kind, from those hitherto adopted. In my last report a scheme for meeting the wants of some peculiar localities was brought forward; but in the absence of a map,

whereby the limits of public aid can be brought at one glance under the eye of even a careless observer, I feel that it will be of little use to say more upon the subject, except, that as a general result, the schools under inspection will be found lying in an irregular band, circling round the coasts and the mountain chains, whilst the inner parts of Wales, the backbone of the country, some 40 miles wide, and extending about 100 miles from north to south, are still furnished with only the most inadequate means of instruction. It is to the condition of this internal district that I am anxious, at a future period, to attract your Lordships' notice. Our towns are all pretty well provided with schools, but not so the villages and country parishes.

The condition of the school-apprentices in Wales I always look to with great satisfaction, for the conduct and acquirements of these young people are remarkably good. Their number and standing in Church of England Schools in my district appeared thus on the 1st of July 1854 :—

Number of Apprentices in Church of England Schools in Wales, July 1, 1854.

Four years standing	- -	54
Three „	- - -	47
Two „	- - -	51
One „	- - -	29
Under one „	- - -	83
		264

The actual work now done in Welsh schools is certainly improved, if compared with what existed ten years ago ; but it might be made far better than what it now is, if the young teachers (and, unfortunately, a great number of them are too young and too inexperienced, notwithstanding their certificates,) would attend rather to the quality than to the extent of the instruction communicated. The present tendency of the training system is to give superficial rather than solid knowledge, and this tendency shows itself afterwards in the teacher's school practice. The lower classes are starved (intellectually) and neglected in education, while the list of subjects taught in the upper classes of a school is unnecessarily diffuse. I find very few masters, even among those who have gained certificates, capable of teaching the lower or infant classes ; and, as a general rule, I am not satisfied with the instruction given to school children under 8 years of age. When it is considered that 12 years is now about the highest limit of school-age in manufacturing districts, and 13 years in rural ones, and that, practically, three years' schooling is about the average duration for the whole Principality, the importance

of devoting the greatest teaching power to the younger, rather than to the older, children becomes manifest. Not that the little ones should be over-burthened with work, but that the teacher's individual superintendence and care, in watching and explaining, is far more required in the lower than in the upper portion of his school. The most eligible arrangement for a single school (the common case) is where a schoolmaster is married, and his wife instructs all the younger children in the morning, and teaches sewing in the afternoon to all the girls; but parsimony, or the want of financial courage on the part of school managers, not seldom prevents an arrangement of this kind from being carried out.

In order to test the knowledge of the little ones in schools, I have, for some time past, always commenced my inspection with them, and I have confined my examination to the elements of reading, writing, counting (or arithmetic), the Lord's Prayer, the Commandments, and the most elementary ideas of Christian instruction. The general result is altogether such as to give me very little comfort. Allowing for the difficulties of language, the children have read moderately, and have counted or added, &c., fairly; their writing has been very poor; and their religious knowledge almost a nullity. The number of those even who could say the Lord's Prayer to me in their own language has been so small as to make it a matter of surprise when I found any that could. They are hardly ever taught the Lord's Prayer in Welsh in school, and (speaking broadly) never at home; for it is a sad thing to say, but forms of prayer, even this, are objected to among the lower classes; and if they are taught it in English at school, it is only collectively, without any translation or explanation. The same may be said for the Commandments; much the same for elementary Christianity. There are, I am aware, some bright and excellent instances to the contrary, but they are not numerous; and until the clergy make the personal superintendence of the religious instruction of their schools a matter of frequent —may I not say *daily*—duty, I do not expect any effectual remedy. The present system of training does not tend to strengthen the Christian character of the teachers; and I do not think that the religious instruction of the school should be left, as it is in most cases, to the judgment and choice of the master, however well qualified to instruct in secular subjects. The number of children in Welsh schools, whose parents belong to the Church, is commonly so very small, that it requires great experience and delicacy of feeling to treat their young minds as they should be. Catechetical teaching is commonly cut down as closely as possible, and doctrinal instruction is of the scantiest kind—necessarily it will be said; but the effect of

this on the minds of very young children will tell fearfully in future days; and, in the meantime, the examination of a Welsh school in religion is a part of my duty, which as Inspector I cannot approach without great anxiety.

I have already published the returns of the denominations of the parents in certain schools, and I now append one more, to show the difficult position in which a most active clergyman, and a really conscientious schoolmaster, is placed in this respect.

CYFARTHFA NATIONAL SCHOOL, MERTHYR TYDVIL.

List of Denominations of Children.

Church of England - -	5
Baptists - - -	24
Independents - - -	37
Methodists - - -	4
Reformers - - -	1
Unitarians - - -	3
Mormonites - - -	13
No denomination - -	20
	107

These are matters which probably cannot be considered as coming under the cognizance, or at least the control, of the Committee of Council on Education but they do belong to the clergy; and when an Inspector is called upon, according to his instructions, to certify whether he thinks a school a fit place for the training of an apprentice in the principles of the Church, or to give his opinion as to the knowledge of the children in Scripture, in the Catechism, and in the Liturgy, his task in Wales, at least I feel it so in my own case, is one of peculiar difficulty. The real truth is, that I hardly know what to say in answer to such questions, to which, however, scarcely a week goes over but I am required to give a reply, and to set my hand.

I have been favoured with a curious return by Mr. Stammers, the organizing master of the Llandaff Educational Board, who has been recently engaged by the Bishop of St. David's, to examine and organize schools in his diocese. Mr. Stammers, with whom I have often had the advantage of conferring upon such subjects, and to whom I am anxious to express my frequent obligations for useful advice, valuable information, and always ready assistance, has adopted a plan not very different from my own, being much the same in fact as one lately set forth by the Committee of Council on Education, and practised by the Bishop of St. Asaph, in his frequent school visitations. It is to ascertain the spelling and writing powers of the children according to age, and for this purpose

a simple sentence of fifty easy words is given out in each school. The children write it down on slates, with all due precaution to prevent copying or prompting (that part of their duty which too many masters neglect and some transgress), and the results are thus tabularized in the form of a per centage. Five errors, out of fifty words give of course 10 per cent. of error; ten errors give 20 per cent., and so on. The general result for all schools in the diocese of St. David's, visited by Mr. Stammers, up to Christmas 1854, is as follows:—

DIOCESE OF ST. DAVID'S.

Dictation of a simple sentence of fifty words.

	Children above 11 years of age.	Children between 9 & 11 years of age.
No errors	2·9 per cent of all the children examined.	1·6 per cent. of all the children examined.
No errors, or not exceeding 10 per cent.	21 per cent. ditto	15 per cent. ditto.
No errors, or not exceeding 20 per cent.	41 per cent. ditto.	31 per cent. ditto.

I have received from managers of schools complaints on various points connected with the teachers; and as they come from the most influential educational quarters of my district, I am bound to give them expression.

First, managers complain of the great scarcity of good, of properly qualified, teachers that still prevails in Wales. The two Welsh training schools do not supply a sufficient *number* of teachers (a question independent of their *quality*); recourse is obliged to be had to English schools and English teachers; and it is conceived that the difference of the language is hence made a retarding element, whereas it might become, if properly treated, an accelerating one. I know that this difficulty exists, but cannot point out a remedy. There is always a tendency among promising apprentices to quit the Principality, and try their fortunes elsewhere; while English masters are not sufficiently acquainted with the cheapness, the salubrity, the comfort, and the beauty of Wales, to be tempted into it.

Secondly, managers complain of the difficulty of obtaining *bonâ fide* characters with the teachers they engage, and of the disappointments that occur too often, after a few months' experience. I have myself observed a most extraordinary looseness and carelessness, not only on the part of persons giving recommendations, but also on that of those who solicit and receive them. A master incurs blame in a school; leaves it without a character; goes to an easy manager, who takes him without it, knowingly; stops in his new school a shorter or longer period; and then goes to a third manager, with a

character furnished by the second. In some instances teachers have been engaged by managers immediately after their expulsion for bad and immoral conduct from their training school, the managers being cognizant of the fact. I mention the complaints specified above as being made to me by gentlemen interested in schools; but I must confess that it is entirely with themselves to provide a most sufficient remedy.

Thirdly, managers complain of the want of instructive capabilities in teachers; they state that they do not find the class of the certificate of merit to be any sure index of the value of its holder as a schoolmaster. In the justice of this I altogether concur. I never form my own opinion of a master with any, but the slightest, reference to his certificate. I judge of him by his school, by the difficulties he has to contend with in conducting it, by his own personal behaviour. I might also go farther and say, that according to my own experience, the good schoolmasters do not hold high certificates; certainly the best schoolmasters in Wales either hold none, or else those of the third class. It does not surprise me to find managers losing confidence in certificates, when I know that it is not so much amount of superficial knowledge which is valuable in a school, as power and tact in teaching; and it is precisely in those qualifications that teachers coming from training schools, often with high certificates, are, whether from youthfulness or neglect, lamentably deficient. The test of their capabilities for teaching, as it now exists in the examinations, is a fallacious one; and it is only that of actual practice in school, extended over some lengthened period of time, which can meet the requirements of those, who know what schoolkeeping is, by personal experience, not merely by theory.

I am aware that our teachers have mostly quitted their training schools too soon, that many of them are far too young to be good teachers,—their own characters in fact are not formed; but, even after making allowance for these circumstances, it must be confessed that the teaching part of a master's education is its weakest portion.

Fourthly, managers still complain to me of schoolmasters being above their work, of their using the school only as a stepping-stone, not as a resting place, and of their being actuated by a morbid restlessness to leave their occupations, and to "better their positions." Of the former part of this complaint I know much. I have met with managers of schools who have, from motives of mistaken kindness, encouraged their teachers to "read for Orders," to consider themselves thrown away upon the teaching of children, and to aspire to a more elevated social position. I have also met with others, who have had the stern courage and clearness of judgment, which

has prompted them to meet any aversion to the duties of a schoolmaster with speedy removal. The teacher who is not pleased with his social position, and lends an ear to the insidious suggestions of periodical publications, calculated only to render him unhappy and dissatisfied, should throw up his employment at once, and give place to men of humbler minds, whose hearts would be in their work, and who are the only persons that can raise the profession of a schoolmaster in public estimation. But I am bound to confess that frequent changes of a teacher in a school is one of the greatest drawbacks to its success, and that where change is the usual, instead of the exceptional, condition, it may be fairly inferred that some serious evil exists.

Notwithstanding its laboriousness, its discouragements, its unhealthfulness, the occupation of the teacher of a school for the labouring classes is not only of vital importance to the country, but it constitutes one of the many callings of Christian life that brings with it its own reward. It is removed from many of the worst temptations, many of the most harassing cares of society; it constitutes a post of difficulty, and therefore of honour—of honour and trust as distinguished from ambition and intrigue; it is one of trial and incessant watchfulness; but, for that very reason, it may be a ready guide to one of those narrow paths which are safer to tread than broad roads.

If it be asked where is the master of a parochial or national school to look for his social reward?—and I think the question may be fairly asked—I would answer that he will seek it where, *if he deserves it*, he will find it, in the love of all the children and in the respect of all the parents of his neighbourhood. Those who know the priceless value of such feelings will best understand their importance as elements of temporal happiness.

I have the honor to be, &c.

H. Longueville Jones.

To the Right Honorable
The Lords of the Committee of Council on Education.

Summaries of Tabulated Reports on Schools inspected by Rev. H. Longueville Jones.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, i.e. institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
117	43	41	17	70	118,353	12,618	16,760	74	199

Per-centage of Children *present at examination*, learning‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple.
37·07	0·8	0·98	0·27	5·67	8·0	8·02	22·79	44·43	3·61	6·28	16·08	21·65	23·22

To write			To read			Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.			
47·0	47·26	50·0	28·94	40·71	29·3	4·05	90·94	51·2

Per-centage of Children *on School Registers*

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
24·07	12·9	13·6	13·42	11·93	9·29	6·9	4·68	3·19	4·57	5·73	10·07	14·72	21·44

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

Aggregate Annual Expenditure, as stated by Managers, of 100 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
6,675 9 10½	517 18 7	1,263 0 8½	8,456 9 1¾

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools,* J. D. MORELL, Esq., A.M., *on the British Schools, and the Wesleyan and other Denominational Schools inspected by him in the Northern Counties of England and Wales.*

MY LORDS,

THREE years only have elapsed since my original district was narrowed to the *seven* northern counties of England, together with a small portion of Wales; and now I have again to express my renewed satisfaction in having obtained a still further subdivision. During the past year a *fourth* district has been formed, by which arrangement I am enabled to give up the inspection of Northumberland, Durham, and Yorkshire, in consideration of my undertaking to inspect the British Schools throughout the whole of North Wales. My *present* district, accordingly, now comprises the four counties of Cumberland, Westmoreland, Lancashire, and Cheshire, together with the six counties included in North Wales; the whole together *thus* forming the North-western angle of the country. Re-division of districts.

The necessity of this renewed subdivision has arisen from the steady increase in the number of British and Denominational Schools, which have applied for Government grants and inspection. The last two years have been particularly marked by the increase of such applications, for which several good reasons may perhaps be assigned. Cause of re-division

One reason is to be found in the new Capitation Minute, which just enables a number of small country schools to keep their heads above water, and ward off, perhaps permanently, a threatened insolvency. First reason

Another ground of this increase lies in the more liberal and more completely organized system now followed in reference to the training schools. A large proportion of the students in those institutions, under the present regulations, go forth into the country as teachers already holding (prospectively at least) certificates of merit; and, when they are appointed to hitherto uninspected schools, naturally use their utmost influence to bring them speedily under inspection in order that they may reap the reward of their own industry, and enjoy their well-merited "augmentation." Second reason.

The general satisfaction, moreover, felt in the growing utility and permanent value of the Minutes of the Committee of Council may also properly be assigned as a third cause of the increase to which I have referred. Third reason.

Peculiar classes of schools.

My present district will bring me into contact, amor others, particularly with two classes of schools, both dis guished by peculiar characteristics of their own. The class are schools connected partially or entirely with fact labour; the other class are the British Schools of North Wa in which a foreign language has to be taught to the schol as well as the elements of a general education to be secu On future occasions, when some additional experience been gained, I shall hope to investigate the distinctive feat of these two classes of schools, both of much importance in country; for the present, I wish to dwell for a little on *general features* of primary education in the district, an point out the sign of progress, on the one hand, and the remaining theoretical or practical defects, which present th selves on the other.

Problem of primary education.

The problem of primary education is not, of course, to r up learned men and women amongst the working classe society, but to give the whole nature of the child a cert amount of harmonious development, so that all his facul and feelings may be brought in such a state of healt vigorous, practical activity as may fit him for any of the va duties or contingencies of human life.

Use of technical instruction.

To those who object that we are teaching children of labouring classes *too much*, we say *No;* we are really teach them *very little* beyond the barest necessities. All the lit technicalities of grammar, and minute facts of geography teach them soon enough fade away from the memory, w those children once pass out of school; so that very few mas and mistresses need *really* fear being confronted or disma with a race of servants more zealous than themselves for honour of Lindley Murray, or his successors. While, howe we hold very little by *mere* technicalities, yet we know exp mentally that by teaching these subjects to the young, a cert clearness comes to the head, and a certain *point* to the in lectual powers, which give direction and force to their fut exercise, even in pursuing the most practical affairs of eve day life.

Culture of the mental powers in the due order of their development.

The human mind is (to use a physical phrase in a spirit sense) a kind of *organism* growing up from our central po and unfolding new powers in each step of its progress. the man to arrive at perfection, nothing should occur to st in the way of this natural development If it is import that each muscle of the body, in the case of even an ordin workman, should be properly developed, in order to fit him manual labour, how much *more* important is it that none those fundamental faculties, on the right exercise of which whole guidance both of our physical and moral energies depen

should be stunted or enfeebled in their growth. To educate these powers aright, and fit them for the ordinary duties of human existence, we want to know something of the process of the mind's development; for the whole art of education lies really in laying hold of the human faculties one after the other as they come in view, and then applying the proper stimulus and the proper nutriment to each. This aid to the natural expansion of the mental powers is a boon of which no child in a civilized country should be deprived. It may be of some use, then, if I criticise briefly our present operations in the field of education from this point of view.

Physical education.

The first thing to which nature directs her chief care, in the case of the child, is the *physical perfection* of the bodily organization. Everything which relates to nutrition, to growth, to muscular activity, and to the due consolidation of the nervous system, is provided for by nature in early life, with the most unsparing liberality; while every kind of purely mental action is thrown for a time into complete abeyance. If we take the hint which nature thus gives us, we ought, as educators, to give our *first attention* to the proper adaptation of our school plans to the physical wants of childhood.

Fresh air.

This has been in former times greatly and even culpably neglected. One of the first conditions for health, to every *child*, even more than every *man*, is *fresh air;* and to fulfil this condition many of our infant and juvenile schools have been so ill-ventilated, and the class-rooms in particular so miserably close and confined, that the eyes of the little scholars will often grow heavy, as I can testify, and the mental powers dull, actually from want of having enough oxygen in the atmosphere to supply the physical powers with their natural stimulus.

Sunlight.

Another condition of health is good *sunlight*, and yet how many school-rooms have been formed underneath chapels and other buildings, or planted in the midst of a labyrinth of brick walls, where the sunshine can only struggle in, at best, by stray corners?

Temperature.

A third condition of health is, that a proper temperature be observed, and sudden exposures to cold be avoided. But even to the present time, many delicate little girls and boys are made to stand five or six hours in the day, during the depth of winter, on a stone or brick floor, and that in a room at a very low temperature; or if the temperature be sufficiently raised, it is perhaps done by a large open fire, which scorches the scholars at one end of the room, while those at the other end are chilled by the necessary accompaniment of an open window. There are some school-rooms in my district where I catch myself a periodical cold as regularly as I attempt the inspection; and my surprise is, how the scholars can pos-

sibly become hardened so as at all to support such changes of temperature,—a surprise not altogether accompanied by the *fear*, that not a few unknowingly perish in the hardening process.

Physical reforms.

I believe that the Committee of Council have been truly working in the cause of humanity by insisting strongly (some have thought too strongly) upon physical conveniences and comforts in the school-room; the effect has already been highly beneficial. Although many unhealthy school-rooms, and still unhealthier class-rooms still remain, yet the physical reforms have undoubtedly been very great. All underground school-rooms have been repudiated in the outset: wooden floors have been *insisted on*, and are now in nearly every instance *secured;* and attention has likewise been drawn to the best methods of warming and ventilating. The time, I hope, is not far distant when warmth, cleanliness, comfort, sunlight, and fresh air will be looked upon as the first and indispensable conditions of a primary school,—more necessary, because more *fundamental* than books and reading cards, or slates and stationery. It is but a poor offer after all to undertake to instruct the mind and form the morals of a child for 2*d.* a week, at the risk of paralysing his physical powers, and undermining his bodily health.

Education of the perceptive powers.

We go on, then, to the next step in the educating process. The second effort which nature makes towards the development of the child, after caring for the necessary physical conditions, is to stimulate the *perceptive powers*, so that the elements of all the most useful knowledge may be early acquired through the mere activity of the senses and the mind's instinctive interpretation of what they reveal. It is extraordinary what a vast amount of facts the child acquires respecting the material world and its properties,—respecting men and things,—respecting words, and even human character,—in the first three or four years of his existence; and that, *too*, without a book or a teacher, or any of the formal routine of the school-room. The educator, seeing the strength of this perceptive power in early years, wisely determines to *cultivate* it, and make it for a time the chief organ for the inculcation of truth and duty upon the mind.

Abuse of perceptive methods.

With regard to perceptive teaching as commonly employed in infant schools, I cannot think that in a large proportion of instances it is of very much value. To make little children of three or four years old stammer out great Latin or Greek words such as quadruped, biped, parallel, horizontal, perpendicular; or a whole array of qualities such as opaque, transparent, inodorous, soluble, malleable, ductile, &c.; has always appeared to me a total perversion of the whole idea

of perceptive instruction, at any rate so far as INFANT schools are concerned. The child that is busily employed in breaking a new toy to pieces is learning *perceptively* more than a hundred such lessons can teach him.

Use of perceptive teaching.

This old stereotyped method of giving infant school lessons, however, still prevails, I must say, to an unnecessarily wide extent; so that any one going his round amongst them, must count on still hearing all kinds of *sesquipedalia verba* flowing, fluently enough, from infant lips long before the infants themselves have really mastered much more than a few dozen monosyllables. What infant scholars most want, are short and simple lessons calculated to rouse the power and form the habit of ACCURATE OBSERVATION. They do not require to learn any long words, nor should they be taught to follow any direct process of *reasoning*. That unceasing asking and explaining of *why* and *because*, as commonly practised in the Pestalozzian schools, is founded in an entire mistake as to the nature and purport of the perceptive powers. What we want to give to the child in tender years is the *proper use of the senses*, and the method of gaining knowledge from them by means of simple observation. Lessons on common things, unfolding their nature and uses, given in easy language, and accompanied by perceptive illustrations, would certainly draw out the powers of observation far more than a string of qualities expressed in terms with which they are wholly unfamiliar. Good infant teaching requires very great resources in the teacher, and great aptitude in applying them. Much, I imagine, has yet to be done before the infant school will attain an average degree of excellence, as compared with the better class of juvenile schools now in existence. Indeed, as far as the *British school* system is concerned, there is as yet no model infant school in existence, at which a student can gain any scientific ideas on the subject whatever.

Representative faculties.

In proportion as the perceptive faculties gradually cease to be the predominating feature of the mind's activity, a new form of inward intelligence, namely, the power of framing ideas and mental representations comes more and more into ascendancy. When an object once perceived returns to the consciousness without any renewed presentation of that object itself, we term it an act of *memory*. When we combine together ideas and representations, already stored in the memory so as to form new notions or new trains of thought, we term this *imagination;* the order in which these images or ideas, again, succeed one another in the mind depends upon what we term the *laws of association;* and the power of representing ideas in external signs forms the gift of language. Now here is a whole cluster of mental operations which need careful

and systematic culture. Unless the memory be duly exercised; unless the imagination be sufficiently vigorous to seize new combinations of ideas and realise them *distinctly;* unless the suggestive faculty is in healthy operation, so that a steady flow of ideas is kept up according to the natural laws of association; and, lastly, unless there is a capacity of embodying such ideas in clear and intelligible language,—no man can become fit for any sphere of human life that requires aught beyond the mere exercise of brute force.

ulture of ıe repre- ıntative owers and f the ıemory.

As these operations are fundamental to the mind's well-being—as they are essential to form what we term *common sense*—the primary school should certainly aim at their early cultivation. For example, something should be done at this early period to strengthen the *memory*. In recent times there has been a very considerable tendency to lose sight of this. So strong has been the re-action against the old *memoriter* or *rote* system, that nothing (it is frequently imagined) can be at all serviceable for true mental development, except direct appeals to the perceptive faculty on the one hand, or the reasoning powers on the other. This re-action still exists, and a large portion of our primary schools, I believe, are still going to the extreme of exercising the memory far too little. It does not follow, that because rote teaching is essentially and intolerably *bad*, therefore nothing should be learned off by memory and repeated by rote *at all*. Exercises of this kind not only strengthen that most important faculty, but aid in storing the mind with numerous and valuable ideas, that become, as it were, the necessary furniture, and the inward supply, for future intellectual use.

)ulture of magination.

A more important point for us to mention, because it is less understood, is the elementary culture of the *imagination*. By the imagination I do not mean now the productive and poetic faculty, but that more fundamental and necessary process, which consists in the power of combining ideas into new forms, and in thus stretching our mental vision beyond the objects of direct and actual experience. No one, in fact, can enter into any intelligent or pleasurable appreciation of the thoughts or the feelings of others, or grasp any subject whatever, which lies beyond the reach of his own little circle of experiences, unless a kind of elasticity has first been given to the faculties by the culture of the imagination, *i. e.* by developing the power of realizing new combinations of ideas, or of forming such combinations for ourselves. That barrenness of mind, that blank paucity of ideas, that dreary want of all suggestiveness, that living in the immediate objects of sense, and that wretched scantiness of expression, which we constantly observe as the invariable accompaniments of degrading

ignorance, arise mainly and primarily from the *want of imagination*. The process of mental development has stopped short with the sense-perceptions, and thus everything beyond them has remained a mere intellectual waste.

Characteristics of boyhood.

Now, observation shows us, that the period of *boyhood* is chiefly remarkable for the development and the intense activity of the representative powers. The memory at this time of life is remarkably active, far more so than is usually the case in more advanced years; the power of seizing vivid ideas of things, of recalling them again and again, of combining them, of associating them together, of connecting them with appropriate words and signs; all this is now in the highest state of intensity In after life the mind gets into more *fixed* trains of thought; its habits being formed, the faculties move in certain distinct lines of action; but in boyhood such is not the case. Then the mind is versatile, intensely receptive, curious for new ideas rather than doggedly set against them; and rapid in its association of those ideas with the words that express them. This is seen in the wonderful facility with which languages are acquired *through the ear* at this period of life. A child of nine or ten years of age will acquire a new language (which it hears daily spoken) in half the time, and with far greater facility and perfection than an adult can do so. The mature understanding in the case of the adult actually *comes in the way* of his progress; the mind is too much occupied with thinking and reasoning; while in the advancing child the representative and associative power is entirely in the ascendant, and applies itself naturally and vigorously to its own proper task.

Now all this has a very important bearing upon the principles and methods of early education Nature herself dictates, if we only observe her procedure, that our chief object at this time of life should be to furnish nutriment for the growth and expansion of the powers of inward representation, *i. e.* for the strengthening of the memory, for the training of the imagination, for the active exercise of the laws of association, and for the capacity of expressing ideas in correct and copious language. All these habits of mind can generally be acquired with the greatest facility at this time of life; but if neglected *now*, so difficult does the process of education afterwards become, that there are a thousand chances to one whether they will ever be acquired to any degree of perfection at all.

Practical result of the foregoing principles.

The practical result of this view of the case is, that we ought not to begin too early to stimulate the reasoning faculty, properly so called; but rather to furnish ample material on which that faculty, when in due time it comes into ascendancy,

conceive, in a sound explanatory teaching of the principles of grammar; and the best of all roads towards the habit of generalisation, is probably an elementary introduction into the *theory* of arithmetic, algebra, and geometry. These are generally favourite subjects of pursuit with intellectual teachers, and are pretty sure not to be neglected by them, if they can only get a number of sufficiently advanced and intelligent pupils to enjoy the intellectual excitement of such lessons.

With a large and increasing staff of teachers, coming fresh from the lecture-rooms of our several Normal institutions, there is no doubt but we shall experience a constant tendency towards intellectualising the routine of the primary school. The notion, therefore, I wish to convey, as the moral of all the above suggestions, and as a caution peculiarly necessary at the present juncture of educational affairs is this—*that more care is and will be necessary to bring the elementary training of the scholar into a sound and healthy state, than to perfect the more advanced and intellectual processes; and that if the purely intellectual processes are begun too early, and without sufficient basis being laid beforehand, they may prove not merely nugatory, but actually antagonistic to the natural course of the mind's expansion.*

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

Aggregate Annual Expenditure, as stated by Managers, of 100 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
6,675 9 10½	517 18 7	1,263 0 8½	8,456 9 1¾

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools*, J. D. MORELL, Esq., A.M., *on the British Schools, and the Wesleyan and other Denominational Schools inspected by him in the Northern Counties of England and Wales.*

MY LORDS,

THREE years only have elapsed since my original district was narrowed to the *seven* northern counties of England, together with a small portion of Wales; and now I have again to express my renewed satisfaction in having obtained a still further subdivision. During the past year a *fourth* district has been formed, by which arrangement I am enabled to give up the inspection of Northumberland, Durham, and Yorkshire, in consideration of my undertaking to inspect the British Schools throughout the whole of North Wales. My *present* district, accordingly, now comprises the four counties of Cumberland, Westmoreland, Lancashire, and Cheshire, together with the six counties included in North Wales; the whole together *thus* forming the North-western angle of the country. Re-division of district

The necessity of this renewed subdivision has arisen from the steady increase in the number of British and Denominational Schools, which have applied for Government grants and inspection. The last two years have been particularly marked by the increase of such applications, for which several good reasons may perhaps be assigned. Cause of re-division

One reason is to be found in the new Capitation Minute, which just enables a number of small country schools to keep their heads above water, and ward off, perhaps permanently, a threatened insolvency. First reason

Another ground of this increase lies in the more liberal and more completely organized system now followed in reference to the training schools. A large proportion of the students in those institutions, under the present regulations, go forth into the country as teachers already holding (prospectively at least) certificates of merit; and, when they are appointed to hitherto uninspected schools, naturally use their utmost influence to bring them speedily under inspection in order that they may reap the reward of their own industry, and enjoy their well-merited "augmentation." Second reason.

The general satisfaction, moreover, felt in the growing utility and permanent value of the Minutes of the Committee of Council may also properly be assigned as a third cause of the increase to which I have referred. Third reason.

Peculiar classes of schools.

My present district will bring me into contact, amongst others, particularly with two classes of schools, both distinguished by peculiar characteristics of their own. The one class are schools connected partially or entirely with factory labour; the other class are the British Schools of North Wales, in which a foreign language has to be taught to the scholars, as well as the elements of a general education to be secured. On future occasions, when some additional experience has been gained, I shall hope to investigate the distinctive features of these two classes of schools, both of much importance in the country; for the present, I wish to dwell for a little on the *general features* of primary education in the district, and to point out the sign of progress, on the one hand, and the still remaining theoretical or practical defects, which present themselves on the other.

Problem of primary education.

The problem of primary education is not, of course, to raise up learned men and women amongst the working classes of society, but to give the whole nature of the child a certain amount of harmonious development, so that all his faculties and feelings may be brought in such a state of healthy, vigorous, practical activity as may fit him for any of the varied duties or contingencies of human life.

Use of technical instruction.

To those who object that we are teaching children of the labouring classes *too much*, we say *No;* we are really teaching them *very little* beyond the barest necessities. All the little technicalities of grammar, and minute facts of geography we teach them soon enough fade away from the memory, when those children once pass out of school; so that very few masters and mistresses need *really* fear being confronted or dismayed with a race of servants more zealous than themselves for the honour of Lindley Murray, or his successors. While, however, we hold very little by *mere* technicalities, yet we know experimentally that by teaching these subjects to the young, a certain clearness comes to the head, and a certain *point* to the intellectual powers, which give direction and force to their future exercise, even in pursuing the most practical affairs of every-day life.

Culture of the mental powers in the due order of their development.

The human mind is (to use a physical phrase in a spiritual sense) a kind of *organism* growing up from our central point, and unfolding new powers in each step of its progress. For the man to arrive at perfection, nothing should occur to stand in the way of this natural development. If it is important that each muscle of the body, in the case of even an ordinary workman, should be properly developed, in order to fit him for manual labour, how much *more* important is it that none of those fundamental faculties, on the right exercise of which the whole guidance both of our physical and moral energies depends,

should be stunted or enfeebled in their growth. To educate these powers aright, and fit them for the ordinary duties of human existence, we want to know something of the process of the mind's development; for the whole art of education lies really in laying hold of the human faculties one after the other as they come in view, and then applying the proper stimulus and the proper nutriment to each. This aid to the natural expansion of the mental powers is a boon of which no child in a civilized country should be deprived. It may be of some use, then, if I criticise briefly our present operations in the field of education from this point of view.

Physical education.

The first thing to which nature directs her chief care, in the case of the child, is the *physical perfection* of the bodily organization. Everything which relates to nutrition, to growth, to muscular activity, and to the due consolidation of the nervous system, is provided for by nature in early life, with the most unsparing liberality; while every kind of purely mental action is thrown for a time into complete abeyance. If we take the hint which nature thus gives us, we ought, as educators, to give our *first attention* to the proper adaptation of our school plans to the physical wants of childhood.

Fresh air.

This has been in former times greatly and even culpably neglected. One of the first conditions for health, to every *child*, even more than every *man*, is *fresh air;* and to fulfil this condition many of our infant and juvenile schools have been so ill-ventilated, and the class-rooms in particular so miserably close and confined, that the eyes of the little scholars will often grow heavy, as I can testify, and the mental powers dull, actually from want of having enough oxygen in the atmosphere to supply the physical powers with their natural stimulus.

Sunlight.

Another condition of health is good *sunlight*, and yet how many school-rooms have been formed underneath chapels and other buildings, or planted in the midst of a labyrinth of brick walls, where the sunshine can only struggle in, at best, by stray corners?

Temperature.

A third condition of health is, that a proper temperature be observed, and sudden exposures to cold be avoided. But even to the present time, many delicate little girls and boys are made to stand five or six hours in the day, during the depth of winter, on a stone or brick floor, and that in a room at a very low temperature; or if the temperature be sufficiently raised, it is perhaps done by a large open fire, which scorches the scholars at one end of the room, while those at the other end are chilled by the necessary accompaniment of an open window. There are some school-rooms in my district where I catch myself a periodical cold as regularly as I attempt the inspection; and my surprise is, how the scholars can pos-

sibly become hardened so as at all to support such changes of temperature,—a surprise not altogether accompanied by the *fear*, that not a few unknowingly perish in the hardening process.

Physical reforms.

I believe that the Committee of Council have been truly working in the cause of humanity by insisting strongly (some have thought too strongly) upon physical conveniences and comforts in the school-room; the effect has already been highly beneficial. Although many unhealthy school-rooms, and still unhealthier class-rooms still remain, yet the physical reforms have undoubtedly been very great. All underground school-rooms have been repudiated in the outset: wooden floors have been *insisted on*, and are now in nearly every instance *secured;* and attention has likewise been drawn to the best methods of warming and ventilating. The time, I hope, is not far distant when warmth, cleanliness, comfort, sunlight, and fresh air will be looked upon as the first and indispensable conditions of a primary school,—more necessary, because more *fundamental* than books and reading cards, or slates and stationery. It is but a poor offer after all to undertake to instruct the mind and form the morals of a child for 2*d.* a week, at the risk of paralysing his physical powers, and undermining his bodily health.

Education of the perceptive powers.

We go on, then, to the next step in the educating process. The second effort which nature makes towards the development of the child, after caring for the necessary physical conditions, is to stimulate the *perceptive powers*, so that the elements of all the most useful knowledge may be early acquired through the mere activity of the senses and the mind's instinctive interpretation of what they reveal. It is extraordinary what a vast amount of facts the child acquires respecting the material world and its properties,—respecting men and things,—respecting words, and even human character,—in the first three or four years of his existence; and that, *too*, without a book or a teacher, or any of the formal routine of the school-room. The educator, seeing the strength of this perceptive power in early years, wisely determines to *cultivate* it, and make it for a time the chief organ for the inculcation of truth and duty upon the mind.

Abuse of perceptive methods.

With regard to perceptive teaching as commonly employed in infant schools, I cannot think that in a large proportion of instances it is of very much value. To make little children of three or four years old stammer out great Latin or Greek words such as quadruped, biped, parallel, horizontal, perpendicular; or a whole array of qualities such as opaque, transparent, inodorous, soluble, malleable, ductile, &c.; has always appeared to me a total perversion of the whole idea

of perceptive instruction, at any rate so far as INFANT schools are concerned. The child that is busily employed in breaking a new toy to pieces is learning *perceptively* more than a hundred such lessons can teach him.

Use of perceptive teaching.

This old stereotyped method of giving infant school lessons, however, still prevails, I must say, to an unnecessarily wide extent; so that any one going his round amongst them, must count on still hearing all kinds of *sesquipedalia verba* flowing, fluently enough, from infant lips long before the infants themselves have really mastered much more than a few dozen monosyllables. What infant scholars most want, are short and simple lessons calculated to rouse the power and form the habit of ACCURATE OBSERVATION. They do not require to learn any long words, nor should they be taught to follow any direct process of *reasoning*. That unceasing asking and explaining of *why* and *because*, as commonly practised in the Pestalozzian schools, is founded in an entire mistake as to the nature and purport of the perceptive powers. What we want to give to the child in tender years is the *proper use of the senses*, and the method of gaining knowledge from them by means of simple observation. Lessons on common things, unfolding their nature and uses, given in easy language, and accompanied by perceptive illustrations, would certainly draw out the powers of observation far more than a string of qualities expressed in terms with which they are wholly unfamiliar. Good infant teaching requires very great resources in the teacher, and great aptitude in applying them. Much, I imagine, has yet to be done before the infant school will attain an average degree of excellence, as compared with the better class of juvenile schools now in existence. Indeed, as far as the *British school* system is concerned, there is as yet no model infant school in existence, at which a student can gain any scientific ideas on the subject whatever.

Representative faculties.

In proportion as the perceptive faculties gradually cease to be the predominating feature of the mind's activity, a new form of inward intelligence, namely, the power of framing ideas and mental representations comes more and more into ascendancy. When an object once perceived returns to the consciousness without any renewed presentation of that object itself, we term it an act of *memory*. When we combine together ideas and representations, already stored in the memory so as to form new notions or new trains of thought, we term this *imagination;* the order in which these images or ideas, again, succeed one another in the mind depends upon what we term the *laws of association;* and the power of representing ideas in external signs forms the gift of language. Now here is a whole cluster of mental operations which need careful

and systematic culture. Unless the memory be duly exercised; unless the imagination be sufficiently vigorous to seize new combinations of ideas and realise them *distinctly;* unless the suggestive faculty is in healthy operation, so that a steady flow of ideas is kept up according to the natural laws of association; and, lastly, unless there is a capacity of embodying such ideas in clear and intelligible language,—no man can become fit for any sphere of human life that requires aught beyond the mere exercise of brute force.

ulture of he representative owers and f the emory.

As these operations are fundamental to the mind's well-being—as they are essential to form what we term *common sense*—the primary school should certainly aim at their early cultivation. For example, something should be done at this early period to strengthen the *memory*. In recent times there has been a very considerable tendency to lose sight of this. So strong has been the re-action against the old *memoriter* or *rote* system, that nothing (it is frequently imagined) can be at all serviceable for true mental development, except direct appeals to the perceptive faculty on the one hand, or the reasoning powers on the other. This re-action still exists, and a large portion of our primary schools, I believe, are still going to the extreme of exercising the memory far too little. It does not follow, that because rote teaching is essentially and intolerably *bad*, therefore nothing should be learned off by memory and repeated by rote *at all*. Exercises of this kind not only strengthen that most important faculty, but aid in storing the mind with numerous and valuable ideas, that become, as it were, the necessary furniture, and the inward supply, for future intellectual use.

Culture of magination.

A more important point for us to mention, because it is less understood, is the elementary culture of the *imagination*. By the imagination I do not mean now the productive and poetic faculty, but that more fundamental and necessary process, which consists in the power of combining ideas into new forms, and in thus stretching our mental vision beyond the objects of direct and actual experience. No one, in fact, can enter into any intelligent or pleasurable appreciation of the thoughts or the feelings of others, or grasp any subject whatever, which lies beyond the reach of his own little circle of experiences, unless a kind of elasticity has first been given to the faculties by the culture of the imagination, *i. e.* by developing the power of realizing new combinations of ideas, or of forming such combinations for ourselves. That barrenness of mind, that blank paucity of ideas, that dreary want of all suggestiveness, that living in the immediate objects of sense, and that wretched scantiness of expression, which we constantly observe as the invariable accompaniments of degrading

ignorance, arise mainly and primarily from the *want of imagination*. The process of mental development has stopped short with the sense-perceptions, and thus everything beyond them has remained a mere intellectual waste.

Characteristics of boyhood.

Now, observation shows us, that the period of *boyhood* is chiefly remarkable for the development and the intense activity of the representative powers. The memory at this time of life is remarkably active, far more so than is usually the case in more advanced years; the power of seizing vivid ideas of things, of recalling them again and again, of combining them, of associating them together, of connecting them with appropriate words and signs; all this is now in the highest state of intensity In after life the mind gets into more *fixed* trains of thought; its habits being formed, the faculties move in certain distinct lines of action; but in boyhood such is not the case. Then the mind is versatile, intensely receptive, curious for new ideas rather than doggedly set against them; and rapid in its association of those ideas with the words that express them. This is seen in the wonderful facility with which languages are acquired *through the ear* at this period of life. A child of nine or ten years of age will acquire a new language (which it hears daily spoken) in half the time, and with far greater facility and perfection than an adult can do so. The mature understanding in the case of the adult actually *comes in the way* of his progress; the mind is too much occupied with thinking and reasoning; while in the advancing child the representative and associative power is entirely in the ascendant, and applies itself naturally and vigorously to its own proper task.

Now all this has a very important bearing upon the principles and methods of early education Nature herself dictates, if we only observe her procedure, that our chief object at this time of life should be to furnish nutriment for the growth and expansion of the powers of inward representation, *i. e.* for the strengthening of the memory, for the training of the imagination, for the active exercise of the laws of association, and for the capacity of expressing ideas in correct and copious language. All these habits of mind can generally be acquired with the greatest facility at this time of life; but if neglected *now*, so difficult does the process of education afterwards become, that there are a thousand chances to one whether they will ever be acquired to any degree of perfection at all.

Practical result of the foregoing principles.

The practical result of this view of the case is, that we ought not to begin too early to stimulate the reasoning faculty, properly so called; but rather to furnish ample material on which that faculty, when in due time it comes into ascendancy,

SUMMARIES OF TABULATED
REV. E. DOUGLAS TH
S

Number of Schools actually inspect
1 September 1853 and 31 Augu

No. of Schools, &c. in which children belong to separate Infant Schools and separately taught.	Number of Schools in which separate classes are employ	
	Boys.	Girls.
310	108	98

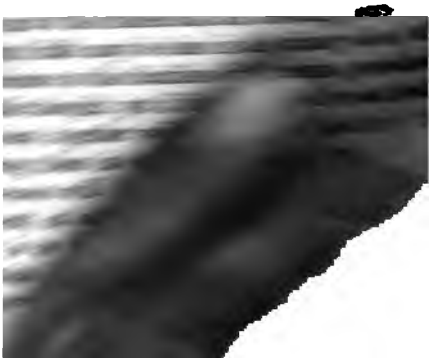
Per-centage of Ch

Sewing	Algebra.	Mensuration.	Geometry.	Drawing.
23·9	0·12	39	—	

To write

From De	On Pap	On Slates.
32·05	30·23	

Under seven.	Between seven and eight.
7·28	



inclusive, in a sound explanatory teaching of the principles of grammar; and the best of all roads towards the habit of generalisation, is probably an elementary introduction into the theory of arithmetic, algebra, and geometry. These are generally favourite subjects of research with intellectual teachers, and are pretty sure not to be neglected by them. If they can only get a number of sufficiently advanced and intelligent pupils to enjoy the intellectual excitement of such lessons.

With a large and increasing staff of teachers coming fresh from the lecture-rooms of our several Normal institutions, there is no doubt but we shall experience a constant tendency towards intellectualising the routine of the primary school. The notion, therefore, I wish to convey, as the moral of all the above suggestions, and as a caution peculiarly necessary at the present juncture of educational affairs is this—that *more care is* [illegible] *the elementary training of the school* [illegible] *the more* [illegible] *but if the purely intellectual processes* [illegible] *and without sufficient basis in* [illegible] *they may prove not merely* [illegible] *natural course of the* [illegible]

I have the honour to be, &c.

J. D. MORELL.

The Right Honourable
The Lords of the Committee of Council on Education.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 175 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
176 3 10	6,829 6 6½	13,209 16 11	4,001 6 6½	24,216 13 9½

Aggregate Annual Expenditure, as stated by Managers, of 175 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
17,033 12 1½	1,835 15 11½	5,133 2 3	24,002 10 3½

and apprentices. There is an advantage also in the same Inspector, where it is possible, continuing to see the same school year after year; he acquires in this way a knowledge of it which he can never gain from a single visit, and he becomes acquainted not with the instruction and discipline only of the school, but also with its local circumstances and difficulties.

Knowledge of the local circumstances of schools, how far should such knowledge affect an Inspector's report?

These local circumstances and difficulties, it is of advantage, no doubt, that the Inspector should know them: it is a most important question, and one the necessity of a clear resolution of which becomes daily more and more apparent to me, in what manner and to what extent this knowledge should affect his report on a school to your Lordships. I constantly hear it urged that consideration for local difficulties and peculiar circumstances should induce him to withhold the notice in his report of shortcomings and failures, because these may have been caused by circumstances for which neither managers nor teacher were to blame, and because the statement of them may unfavourably affect a struggling school. There is some plausibility in this plea for silence; but it is based, I feel sure, on a misconception of what the peculiar province and duty of an Inspector is. His first duty is that of a simple and faithful reporter to your Lordships; the knowledge that imperfections in a school have been occasioned, wholly or in part, by peculiar local difficulties, may very properly restrain him from recommending the refusal of grants to that school; but it ought not to restrain him from recording the imperfections. It is for your Lordships to decide how far such imperfections shall subsequently be made public; but that they should be plainly stated to you by the Inspector whom you employ there can be, I think, no doubt at all. It is said that the Inspector is sent into his district to encourage and promote education in it; that often, if he blames a school, he discourages what may be, from local difficulties, a struggling effort, and an effort whose inferiority is owing to no fault of its promoters. I answer, that it is true that the Inspector is sent into his district to encourage education in it: but in what manner to encourage education? By promoting the efficiency, through the offer of advice and of pecuniary and other helps, to the individual schools which he visits in it; not by seeking to maintain by undeserved praise, or to shelter by the suppression of blame, the system, the state of things under which it is in the power of this or that local hindrance to render a school inefficient, and under which many schools are found inefficient accordingly.

It is desirable that the system under which schools at present exist should be

A certain system may exist, and your Lordships may offer assistance to schools established under it; but you have not, surely, on that account committed yourselves to a faith in its perfect excellence; you have not pledged yourselves to its

sibly become hardened so as at all to support such changes of temperature,—a surprise not altogether accompanied by the *fear*, that not a few unknowingly perish in the hardening process.

Physical reforms.

I believe that the Committee of Council have been truly working in the cause of humanity by insisting strongly (some have thought too strongly) upon physical conveniences and comforts in the school-room; the effect has already been highly beneficial. Although many unhealthy school-rooms, and still unhealthier class-rooms still remain, yet the physical reforms have undoubtedly been very great. All underground school-rooms have been repudiated in the outset: wooden floors have been *insisted on*, and are now in nearly every instance *secured;* and attention has likewise been drawn to the best methods of warming and ventilating. The time, I hope, is not far distant when warmth, cleanliness, comfort, sunlight, and fresh air will be looked upon as the first and indispensable conditions of a primary school,—more necessary, because more *fundamental* than books and reading cards, or slates and stationery. It is but a poor offer after all to undertake to instruct the mind and form the morals of a child for 2*d.* a week, at the risk of paralysing his physical powers, and undermining his bodily health.

Education of the perceptive powers.

We go on, then, to the next step in the educating process. The second effort which nature makes towards the development of the child, after caring for the necessary physical conditions, is to stimulate the *perceptive powers*, so that the elements of all the most useful knowledge may be early acquired through the mere activity of the senses and the mind's instinctive interpretation of what they reveal. It is extraordinary what a vast amount of facts the child acquires respecting the material world and its properties,—respecting men and things,—respecting words, and even human character,—in the first three or four years of his existence; and that, too, without a book or a teacher, or any of the formal routine of the school-room. The educator, seeing the strength of this perceptive power in early years, wisely determines to *cultivate* it, and make it for a time the chief organ for the inculcation of truth and duty upon the mind.

Abuse of perceptive methods.

With regard to perceptive teaching as commonly employed in infant schools, I cannot think that in a large proportion of instances it is of very much value. To make little children of three or four years old stammer out great Latin or Greek words such as quadruped, biped, parallel, horizontal, perpendicular; or a whole array of qualities such as opaque, transparent, inodorous, soluble, malleable, ductile, &c.; has *always* appeared to me a total perversion of the whole idea

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Representative faculties.

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ignorance, arise mainly and primarily from the *want of imagination*. The process of mental development has stopped short with the sense-perceptions, and thus everything beyond them has remained a mere intellectual waste.

Characteristics of boyhood.

Now, observation shows us, that the period of *boyhood* is chiefly remarkable for the development and the intense activity of the representative powers. The memory at this time of life is remarkably active, far more so than is usually the case in more advanced years; the power of seizing vivid ideas of things, of recalling them again and again, of combining them, of associating them together, of connecting them with appropriate words and signs; all this is now in the highest state of intensity In after life the mind gets into more *fixed* trains of thought; its habits being formed, the faculties move in certain distinct lines of action; but in boyhood such is not the case. Then the mind is versatile, intensely receptive, curious for new ideas rather than doggedly set against them; and rapid in its association of those ideas with the words that express them. This is seen in the wonderful facility with which languages are acquired *through the ear* at this period of life. A child of nine or ten years of age will acquire a new language (which it hears daily spoken) in half the time, and with far greater facility and perfection than an adult can do so. The mature understanding in the case of the adult actually *comes in the way* of his progress; the mind is too much occupied with thinking and reasoning; while in the advancing child the representative and associative power is entirely in the ascendant, and applies itself naturally and vigorously to its own proper task.

Now all this has a very important bearing upon the principles and methods of early education Nature herself dictates, if we only observe her procedure, that our chief object at this time of life should be to furnish nutriment for the growth and expansion of the powers of inward representation, *i. e.* for the strengthening of the memory, for the training of the imagination, for the active exercise of the laws of association, and for the capacity of expressing ideas in correct and copious language. All these habits of mind can generally be acquired with the greatest facility at this time of life; but if neglected *now*, so difficult does the process of education afterwards become, that there are a thousand chances to one whether they will ever be acquired to any degree of perfection at all.

Practical result of the foregoing principles.

The practical result of this view of the case is, that we ought not to begin too early to stimulate the reasoning faculty, properly so called; but rather to furnish ample material on which that faculty, when in due time it comes into ascendancy,

conceive, in a sound explanatory teaching of the principles of grammar; and the best of all roads towards the habit of generalisation, is probably an elementary introduction into the *theory* of arithmetic, algebra, and geometry. These are generally favourite subjects of pursuit with intellectual teachers, and are pretty sure not to be neglected by them, if they can only get a number of sufficiently advanced and intelligent pupils to enjoy the intellectual excitement of such lessons.

With a large and increasing staff of teachers, coming fresh from the lecture-rooms of our several Normal institutions, there is no doubt but we shall experience a constant tendency towards intellectualising the routine of the primary school. The notion, therefore, I wish to convey, as the moral of all the above suggestions, and as a caution peculiarly necessary at the present juncture of educational affairs is this—*that more care is and will be necessary to bring the elementary training of the scholar into a sound and healthy state, than to perfect the more advanced and intellectual processes; and that if the purely intellectual processes are begun too early, and without sufficient basis being laid beforehand, they may prove not merely nugatory, but actually antagonistic to the natural course of the mind's expansion.*

I have the honor to be, &c.

J. D. MORELL.

To the Right Honorable
The Lords of the Committee of Council on Education.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 175 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
176 3 10	6,929 6 6½	13,209 16 11	4,001 6 6½	24,216 13 9½

Aggregate Annual Expenditure, as stated by Managers, of 175 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
17,033 12 1½	1,835 15 11½	5,133 2 3	24,002 10 3½

and apprentices. There is an advantage also in the same Inspector, where it is possible, continuing to see the same school year after year; he acquires in this way a knowledge of it which he can never gain from a single visit, and he becomes acquainted not with the instruction and discipline only of the school, but also with its local circumstances and difficulties.

Knowledge of the local circumstances of schools, how far should such knowledge affect an Inspector's report?

These local circumstances and difficulties, it is of advantage, no doubt, that the Inspector should know them: it is a most important question, and one the necessity of a clear resolution of which becomes daily more and more apparent to me, in what manner and to what extent this knowledge should affect his report on a school to your Lordships. I constantly hear it urged that consideration for local difficulties and peculiar circumstances should induce him to withhold the notice in his report of shortcomings and failures, because these may have been caused by circumstances for which neither managers nor teacher were to blame, and because the statement of them may unfavourably affect a struggling school. There is some plausibility in this plea for silence; but it is based, I feel sure, on a misconception of what the peculiar province and duty of an Inspector is. His first duty is that of a simple and faithful reporter to your Lordships; the knowledge that imperfections in a school have been occasioned, wholly or in part, by peculiar local difficulties, may very properly restrain him from recommending the refusal of grants to that school; but it ought not to restrain him from recording the imperfections. It is for your Lordships to decide how far such imperfections shall subsequently be made public; but that they should be plainly stated to you by the Inspector whom you employ there can be, I think, no doubt at all. It is said that the Inspector is sent into his district to encourage and promote education in it; that often, if he blames a school, he discourages what may be, from local difficulties, a struggling effort, and an effort whose inferiority is owing to no fault of its promoters. I answer, that it is true that the Inspector is sent into his district to encourage education in it: but in what manner to encourage education? By promoting the efficiency, through the offer of advice and of pecuniary and other helps, to the individual schools which he visits in it; not by seeking to maintain by undeserved praise, or to shelter by the suppression of blame, the system, the state of things under which it is in the power of this or that local hindrance to render a school inefficient, and under which many schools are found inefficient accordingly.

It is desirable that the system under which schools at present exist should be

A certain system may exist, and your Lordships may offer assistance to schools established under it; but you have not, surely, on that account committed yourselves to a faith in its perfect excellence; you have not pledged yourselves to its

of detail in which the school may be strong, rather than to others where it may be weak, or to its general efficiency, which may be small. At present, for instance, an Inspector finding an advanced upper class in a school, a class working sums in fractions, decimals, and higher rules, and answering well in grammar and history, constructs, half insensibly whether so inclined or not, but with the greatest ease if so inclined, a most favourable report on a school, whatever may be the character of the other classes which help to compose it. But it is evident that the attention of your Lordships is especially concentrated on those other classes, and that an elementary school excites your interest principally as it deals with these; as it deals with the mass of children who, remaining but a short time at school, and having few or no advantages at home, can acquire little but rudimentary instruction; not as it deals with the much smaller number, whose parents can enable them to remain long at school, to pursue their studies at home, to carry on their education, in short, under favourable circumstances, and who therefore less need the care and assistance of your Lordships.

Consideration of the moral tone of a school.

The difficulty of obtaining an exact report on a school is still further complicated, if the Inspector is to think himself bound to ascertain (in a single morning) what is called the moral tone of a school, and to make the condition in which he imagines himself to have found this tell considerably upon the character of his report.

Probable simplification of the present plan of inspection under a system of national education.

Should a state of things ever arise which placed a very greatly increased number of schools under your Lordships' supervision; should your Inspectors ever have to work under a really national system of education; the range of details to which their attention in inspecting each particular school is now addressed would no doubt be necessarily narrowed. Variety of judgment would then be less probable, when that which had to be judged of was less various. They would then, perhaps, have to look only to certain broad and ascertainable things: on the one hand, the commodiousness of the school buildings, the convenience of the school fittings, the fulfilment of the necessary sanitary conditions; on the other, the competence of the teacher, the efficiency of the discipline, the soundness of the *elementary* secular, and (in certain cases) of the *elementary* religious instruction. But they would not occupy themselves in inquiring with what success the three or four head boys (sons, probably, of tradesmen in good circumstances) out of a school of 100 or 150 children, could work an equation, or refer words to their Greek or Latin constituents.

Things principally to be kept in view in inspecting at present.

Until this time arrives (if it ever should arrive) the true duty of an Inspector towards your Lordships, the truest kind-

Summaries of Tabulated Reports for 1853–4, on Schools inspected by M. Arnold, Esq.

SUMMARY A.

Number of Schools actually *inspected* between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
110	55	47	20	47	222,420	18,134	18,576	88	330

Per-centage of Children, *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic, as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
30·13	0·45	1·01	0·2	21·09	14·05	38·28	62·76	77·18	6·21	9·94	20·12	25·21	28·61

To write			To read			To learn		
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.	Liturgy (as adapted to Age).	Catechism.	Holy Scriptures.
62·18	73·91	50·	52·34	38·85	32·13	—	—	—

Per-centage of Children *on School Registers*

Aged									Who have been in school				
Under Seven.	Between Seven and Eight.	Between Eight and Nine.	Between Nine and Ten.	Between Ten and Eleven.	Between Eleven and Twelve.	Between Twelve and Thirteen.	Between Thirteen and Fourteen.	Over Fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
26·49	14·61	14·55	13·89	11·73	8·83	5·69	3·91	1·2	3·9	4·94	7·86	11·05	46·47

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools,* J. BOWSTEAD, Esq., M.A., *on the British Schools, and the Wesleyan and other Denominational Schools, inspected by him in the Southern Counties of England and Wales.*

MY LORDS, January 1855.

SINCE the date of my former Report, the district over which my labours extend has been considerably reduced in size, in consequence of the appointment of a fourth Inspector of Protestant Schools not exclusively connected with the Established Church; but it still comprehends 11 English and 6 Welsh counties, and covers an area of 17,992 square miles. It contains 159 distinct schools claiming annual grants, and a large number of others open to inspection, either by the invitation of the managers, or from having been erected in part at the expense of the Government. Present extent of district.

The number of pupil-teachers is 414, of whom 250 are boys, and 164 girls. There are also 4 male and 3 female assistants, engaged under the Minute of 23 July 1852. Of the 159 principal teachers, who have charge of the like number of schools receiving annual aid, 86 hold certificates of merit; and of these, 53 are masters, and 33 mistresses. At present, the district does not contain any teacher who has been registered under the supplementary Minute of 20 August 1853. There are consequently 73 teachers, now engaged in schools receiving annual aid, who are neither certificated nor registered, and whose schools will be disabled, under your Lordships' recent regulations, from claiming either a new staff of apprentices or the capitation grant allotted to schools in agricultural districts and certain unincorporated towns, until they pass the examination for registration, or obtain certificates of merit. Number of teachers.

Several of these teachers have attended the examinations for certificates just concluded at the various training-schools in England and Wales; and I trust that not a few will present themselves to be registered at Easter next; but, as none can be registered whilst less than thirty-five years old, and as the examinations for certificates of merit are inevitably adapted rather for students in normal colleges than for teachers already engaged in school work, and thereby removed from opportunities of instruction, as well as deprived of the leisure necessary for acquiring a thorough mastery of the more technical subjects, it is to be feared that many will still remain without that qualification which has been announced as an indispensable preliminary to further aid from the public fund, in the forms already mentioned, after the commencement of this year. If Teachers not certificated nor registered.

making a favourable report. There are few schools in which my second visit did not bring to light some marked improvement in one or more branches of instruction, and there is no subject ordinarily taught in elementary schools, which is not on the way to be better taught than heretofore.

Reading. Perhaps in no department is the improvement more general or more striking than in the art of reading, and certainly in none is it more important. In boys' schools it is quite practicable to make such arrangements that every child shall have two reading lessons a day; and many teachers provide that one of these lessons shall have for its principal object to promote good reading, whilst the other is given rather with a view to inculcate the substance of what is read. In girls' schools, where an hour and a half is daily devoted to needlework, it is impossible to have more than seven or eight reading lessons in a week; but girls learn to read with taste and expression more readily than boys, and are not generally behind in this branch of instruction, notwithstanding the less time devoted to it. In all reading lessons it is essential to ascertain that the children understand the meaning of the words used, and for this purpose it is necessary to repress the too common ambition to make them read books which are too difficult for them. Nothing, I am persuaded, can be a greater impediment to progress, or more calculated to destroy habits of attention, than the practice which I have found prevailing in some schools, of allowing a class to read sentence upon sentence without understanding the meaning of any part of the lesson. Another evil of frequent occurrence arises from having too many children in one class, whereby not only does each child's turn to read come round too seldom, but those who are at one end of the class cannot hear what is going on at the other, and thus have an undeniable excuse for ceasing to attend to it. The remedy for this is to be found in training, wherever it is possible, a sufficient number of competent monitors, and where these cannot be found, it is a good plan to let a competent teacher begin with a large class, go through the lesson with the necessary explanations once or twice, and then hand over the lower portion of the class to one of the best readers in it, in order that they may go over it again and again, until it is perfectly known, whilst he himself diligently pursues the same course with the upper portion.

Arithmetic. In arithmetic, also, a decided improvement is evidently going on. Numeration has received more attention, the various rules have been more thoroughly explained, and the children in all the best schools are taught not only to perform certain opera-

by connecting the school learning of the children with the earning of their daily bread when they come to be men, may add greatly to the estimation in which education is held among the labouring classes.

Reading, writing, and arithmetic not to be neglected.

Whilst the subjects of instruction in elementary schools are daily becoming more numerous, and the attention of teachers is being continually drawn to fresh themes of interest, I have found it necessary to attach increased weight to those primary elements of instruction, reading, writing, and arithmetic. If a boy can read, write, and cipher with facility when he leaves school, it is in his power to carry forward his own education; but if he has not secured these attainments, he can hardly gain additional information either from books or correspondence. He finds no mental exercise in those speculations which almost every practical pursuit suggests to a mind conversant with the principles of calculation; his intellectual faculties too often lie altogether idle, and in the course of a year or two he has lost the little acquirement which his schooling appeared to have given him. In such a case, it is of little consequence that he has had lessons on geography and grammar, on history and common things. In knowledge there is no standing still, and he who cannot add to his store is destined at no distant time to lose even his original possessions.

School instruction soon lost.

This is exactly what happens to crowds of children on leaving our primary schools. They are taken away while yet in one of the lower classes, and before reading has ceased to be a disagreeable task; the work of self-education has not been commenced, they never voluntarily open a book again, and in a very short time they have lost every trace of their school-training, except perhaps that invisible influence upon the character which early lessons seldom fail to exercise down to the close of life. This account of the results of much of our school-teaching is singularly confirmed by the experience of Tiverton, a town which is remarkable for the completeness of its educational establishments. The children of both sexes, after passing through the infant and juvenile schools, are taken into the factory at ten years of age, upon condition that they shall attend night schools for an hour every evening until they are sixteen years old. These night schools are kept open throughout the year, and very efficiently conducted. Yet they fail even to keep up the attainments of many of those who attend them, and it is often found that children who read and write well at ten, can do neither respectably at sixteen.

Age at which children leave school

This is very discouraging, especially when it is considered that, although the age for leaving school at Tiverton is below the average of other places, yet that average appears to be

any instances of grave misconduct, and very few even of difficulty connected with pupil-teachers, have come under my notice; and it has been to me a subject at once of surprise and gratification to find so many of them steadily and successfully pursuing the course of duty and of study marked out for them by your Lordships' Minutes. But the credit of this happy result is not due to themselves alone. By far the largest share of it should be given to the teachers under whom they work, and by whose example and instructions they are formed. Much also depends upon school managers, many of whom display a warm sympathy for these young persons, and devote to the promotion of their best interests an amount of time and attention which does them the greatest honour. As a means of increasing the efficiency of elementary schools, of extending the instruction given, and at the same time rendering it more perfect, and bringing it more home to individual children, the pupil-teacher system has already been eminently successful; and there is no reason to doubt that it will render equally good service in its remoter but not less important consequences, by raising up a constant supply of well-qualified candidates for the office of teacher.

Present and future teachers.

The present race of schoolmasters has had great difficulties to contend with; many of them were never trained at all, or only very imperfectly. All of them, whose entry upon the teacher's work is not of very recent date, have lived in a period of transition, and had to adapt their methods to circumstances which were constantly changing. None of them in early life enjoyed to the full those facilities for obtaining the knowledge necessary to prosecute their calling with success, which are now afforded by so many well-organized normal institutions. In all these and many other respects, the new race of teachers, supplied by the system of apprenticeship, enters the field under manifest advantages, and we are justified in expecting from them a larger influence upon their generation than their predecessors have ever been enabled to realize. But the very difficulties with which our older teachers had to struggle developed their resources; and such of them as passed successfully through this ordeal can have done so only by the exercise of many sterling qualities. These men still have charge of most of the schools to which your Lordships grant annual aid, and by their exertions those schools have been raised to the standard which institutions so aided are expected to maintain. Judging this class of teachers by my experience of them in my own district, I believe that, as a body, they cannot be surpassed in conscientious devotion to their duties, or in manly resolution to contend against adverse circumstances; and it is only to be desired that their successors should bring the same earnest spirit into the fairer field which will probably be open to their career.

New fittings and boarded floors.

During the past year, many school-rooms in the district have been refitted, and this has generally been done with a view to carry out the tripartite organization adopted in the model school of the British and Foreign School Society, and described in a Memorandum recently issued from the Privy Council Office, by your Lordships' direction. In many schools also wooden floors have been substituted for those of stone or brick or concrete, a large proportion of the cost being generally paid out of the Parliamentary grant. This is universally acknowledged to be an improvement in girls' and infants' schools; but in regard to boys' schools there is some variety of opinion, and where a floor of brick or lime-ash is in good condition, is always dry, and has never been complained of either by the teacher or his scholars, it is difficult to appreciate the reasons for insisting upon an immediate change. In such a case, it would seem only a wise economy to let the existing floor be worn out before incurring the expense of a new one; but the contrary view has been peremptorily enforced wherever a fresh staff of pupil-teachers or other new grant has been desired. This policy has given rise to some difficulties, and in one important school in the district the managers have refused to accept aid tendered upon condition that a wooden floor should be laid down.

School fees.

The question of school fees is engaging considerable attention, and there is in many quarters a disposition to adopt a graduated scale of payments, based upon the principles so ably advocated by the Dean of Hereford, and carried out with so much success at King's Somborne. As this is a question of much interest to promoters of schools, I beg leave to call attention to some details given in the Appendix to this Report, showing the results of an experiment recently made by the managers of the British Schools at Bideford. I will only add here that the change from low to comparatively high fees, which dates from the commencement of the past year, and which by a careful graduation scrupulously guards against the imposition of any additional burthen upon the very poorest classes, was carefully explained to the parents of the children before its introduction; that it was unanimously assented to by them; and that the attendance at the schools was not diminished by it even for a single day, but on the contrary has been both more numerous and more regular ever since. This experiment was conducted under the able superintendence of W. S. Rooker, Esq., honorary secretary to the school committee, to whom I am indebted for an exact account of its results. Bideford is fortunate in having so intelligent and devoted a friend to education among its inhabitants; but in other respects, it is not more favourably circumstanced than other

moderate sized towns, and I am persuaded that the plan, which has been found so successful there, might be carried out in many other places with equally satisfactory results. Were it to become general, the difficulty of supporting established schools in many localities would almost disappear, teachers would receive a more adequate remuneration without taxing too heavily the resources of voluntary contributors, and the progress of popular education would be comparatively secure.

South Wales district.

There is one portion of my district so remarkable in many respects, and so differently circumstanced from any other part of the country with which I am acquainted, that it seems to me a duty to endeavour to bring its peculiar features, viewed in relation to their influence upon the education of the people, under your Lordships' notice in a somewhat special manner; and with this view I propose to devote to it the remainder of this Report. This is the South Wales district, including under that term not only the six southern counties of the principality, but also the English county of Monmouth, which is bound up with the adjacent Welsh shires by the ties of a common industry, a simultaneous development of similar resources and characteristics, and the use of the same language for colloquial intercourse among the working classes.

Its population and resources.

The district, so defined, contained 751,025 inhabitants in 1851; has within its limits a coal-field of unsurpassed richness, accessibility, and variety, covering an area of more than 1,000 square miles; and is supposed to be capable of producing nearly 2,000,000,000 tons of iron. The early and extensive development of such resources might be predicted without misgiving, even if it were not already proved by established facts. But the census of 1851 shows that this district comprehends the two counties which, of all those in England and Wales, have made the most rapid strides in population since the beginning of the present century. Those two counties are Monmouthshire and Glamorganshire, in each of which the number of inhabitants has been much more than tripled within the period named. In the former the increase of population between 1801 and 1851, was at the rate of 244, and in the latter at the rate of 223 per cent, the average rate of increase for the whole of Great Britain in the same time being less than 93½ per cent. Even between 1841 and 1851 the population of Glamorganshire increased at the rate of more than 35 per cent., although the average increase for Great Britain scarcely exceeded 12¼ per cent.

Its backwardness in regard to education.

A development so rapid could hardly fail to outstrip the various means of civilization; and accordingly we find a lamentable deficiency in the opportunities for education

increase of industry and population, and the consequent derangement of social habits and institutions in other portions of the country, the common use for colloquial purposes of a language different from that which is usually taught in schools or employed in literary compositions; all these afford potent and obvious reasons why our educational system should have made less progress here than it has done elsewhere. But they are not the only, perhaps not even the chief, impediments. There is one element of difficulty and disunion in school affairs, which has its influence throughout the length and breadth of the land, which cripples the Legislature itself, and deprives the country of a really national system of education; but which is beyond comparison more powerful for present evil, though possibly for future good, in Wales than any other part of South Britain. I allude to the variety of religious persuasion.

Relative position of religious bodies.

When returns were obtained of the attendance at religious service in all the churches and chapels of the United Kingdom on Sunday the 30th of March 1851, it was found that 6,356,222 persons were present at the most numerously attended services in the several places of worship throughout England and Wales, and that 2,971,258 of these, or nearly one half, attended the services of the Established Church; but in South Wales and Monmouthshire the whole number of attendants at the most frequented services was 409,155, and of these only 93,211, or less than one fourth, were found in the churches and chapels of the Establishment. If this could be taken as a criterion of the numbers of churchmen and dissenters respectively, it would appear that there is about 1 churchman for every 2·1 inhabitants of England and Wales, taken collectively, but that there is only 1 churchman out of every 4·4 persons in the district which is the subject of the present inquiry. It is believed, however, that even this large difference does not adequately represent the contrast between the two cases; for the number of worshippers above given for the country at large represents only 35 per cent., whilst the number for South Wales and Monmouthshire amounts to 54½ per cent of the population. Now, when allowance is made for the young, the aged, and the sick, for persons in charge of houses, or employed on public conveyances, and for other minor classes, unavoidably absent from public worship, it is found that only about 58 per cent. of the population can be in attendance at one time. Measuring the per-centages already arrived at by this standard, it appears, when England and Wales is looked at as a whole, that a great part of the community frequents no church or chapel, attaches itself to no particular religious body, and being thus unseparated from the Established

Church, may be considered as still belonging, in some sense, to her communion; but when attention is confined to the South Wales district, we find that the population is eminently religious; that the attendance at public worship approaches very nearly to the maximum, and that there is scarcely any residuum of persons indifferent or doubtful as to the sect to which they shall belong. On this account the strength of the dissenting communities here, as compared with their position in the country at large, is much greater than the numerical results would lead us to suppose; and whilst the proportion of 1 churchman to every 2·1 inhabitants of England and Wales is, probably, a good deal below the truth, that of 1 churchman only for every 4·4 inhabitants of the South Wales district may be a fair representation of the case.

Dissent among trading and working classes.

But these figures must be considerably modified if we would estimate the comparative strength of the Church and Dissent, not among the whole population, but only, among the labouring classes and those who are likely to seek their children's education in primary schools. The upper classes of society are almost exclusively attached to the Established Church; they influence the attendance at places of worship of a large number of domestic servants and immediate retainers; and, when allowance is made for these circumstances, it may be safely concluded that the proportion of churchmen among the trading and working classes of South Wales certainly does not exceed one to every five. Even this proportion, however near the truth, as an average for the whole district, is much too high for many populous localities. I have myself incidentally become acquainted with the result of a minute investigation, made in one of the valleys in Monmouthsire, from which it appeared that, whilst the Church claimed 20 families within a given area, the Protestant Dissenters claimed 300; and, indeed, it is notorious that in the neighbourhood of not a few iron and coal works, the Church is numerically weaker than any one of the leading sects. Nor is this a merely temporary state of things. On the contrary, it is the result of a process which has been going steadily on ever since the days of Whitfield, and which is fostered as well by the genius of the people as by the spirit of the age. Neither in this country nor in America does the religious freedom which the people enjoy show any tendency to lead them back to one uniform system. The Church may, indeed, display greater energy, may even extend the sphere of her usefulness, and do unspeakable good among the masses reached by her ministrations; but in such a country as Wales, where every man not only is, but prizes above all *things* the right to be, his own theologian, she has no prospect

of re-conquering universal submission to her authority, or even of being met by that willing and general conformity which still lingers in many parishes of England.

Condition of South Wales exceptional

I submit then, my Lords, that the district upon whose condition I am endeavouring to fix attention is permanently in a totally exceptional position; that in regard to religious polity, in particular, its circumstances are now, and must long continue to be, altogether different from those of the kingdom in general; and that this anomalous state of things should be met by a corresponding change in the educational system applied to it.

Educational system of England.

In England, the Established Church probably numbers, among its more or less strenuous supporters, a greater number of persons than belong to all other religious communities taken together; its influence is everywhere felt and acknowledged; and the people in general gladly accept education for their children in schools established by means of its wealth, and managed as well as inspected by its clergy. In certain cases, it is found necessary to have schools unconnected with the Church, and either attached exclusively to some other religious body, or based on a principle in which all Protestant sects may unite; these exceptional schools, wherever shown to be required, receiving the same aid from the State as the Church schools. This system seems, on the whole, to give satisfaction to all the parties concerned, and may, at least for the purpose of my argument, be taken as working well for England.

Results of same system in Wales.

It has been tried also in Wales. The friends of the Church there have made great efforts, have built many ample school-rooms, and have established normal colleges for the training of teachers. Your Lordships have responded to these very creditable exertions, by grants, in various forms, and of unusual liberality. Yet the country is still most imperfectly educated; the amount of school work done in the South Wales district, by schools of all classes, as compared with the average of England and Wales together, is only as 8·7 to 12; and it is impossible for any one to traverse the country, as I have done, without being convinced that its heart is not penetrated by any pending operations. In some localities, large masses of population remain without any public schools whatever; in others, school buildings exist, but are empty and ruinous; whilst in a third class of cases, the accommodation provided is only half occupied. The people are anxious for instruction, especially in the English language; but it is most commonly offered to them under circumstances which are distasteful. The schools established by the wealthy for their poorer neigh-

not identical with, those of the British and Foreign School Society; their schools are generally prosperous and popular; and some have reached a state of the highest practicable efficiency. Enough has been done to prove that combined schools are acceptable to the people, and adapted to spread education throughout the district, but not enough as yet to meet its wants to any considerable extent.

Present state of education among Nonconformists.

The Nonconformists themselves have done very little. About the year 1847, the question of education was much agitated among this class of the community, and the majority unhappily appeared to be in favour of purely voluntary action. Upon this, the minority retired from the field and quietly awaited those results which their friends had promised to bring about without any contamination from the co-operation of the State. They have waited some seven years, and the expected results are nowhere to be seen. This has not only confirmed their original conviction that the necessary work of education cannot be done by voluntary effort alone, but has brought over to their view of the question many who formerly opposed it. The subject is once more under anxious consideration, and this time it is hoped that the consequences will be very different. Already public meetings have been held at Blaina and Merthyr, and a "South Wales British School Association" has been formed for the avowed purpose of "promoting education in South Wales according to the unsectarian principles of the British and Foreign School Society, *with the aid of the Committee of Council on Education.*" In several important neighbourhoods arrangements have been commenced for securing annual grants under your Lordships' Minutes, and it is within my knowledge that applications for fifteen certificated teachers for new schools in South Wales have been addressed to the British and Foreign School Society, who however, can supply only one. There is, indeed, a rare opportunity for action on the part of the Government at the present moment, and I am sanguine enough to believe that it might be so used as to give a decided and lasting impulse to the march of education in the district.

Nonconformists.

But for this purpose some modification of the present official system is absolutely indispensable. South Wales must be recognized as a land of Dissenters, and the schools intended for its benefit must be such as to command the confidence of men who hold nothing so precious as perfect religious freedom. The right of the parent to be the sole director of his child's religious training must be held sacred; and the idea that men zealously attached to one denomination can be content to leave the education of their offspring at the mercy of the ministers of another must be altogether abandoned. The Noncon-

or the capitation grant, until its teacher shall either have obtained a certificate of merit, or have passed his examination for registration. Now, of the 41 teachers in South Wales, whose schools I have inspected, 11 only hold certificates of merit, and not one has been registered. Consequently, three fourths of the schools under inspection are at this moment in danger of being arrested in their progress of improvement, unless their teachers be changed; and, if their present teachers be dismissed, there is not the slightest chance that any considerable number of them could secure the services of certificated or registered successors. This alone would seem sufficient to show that the regulation in question, is at least premature for such a district as South Wales; but when it is added, that there is just now an educational crisis in that part of the country, that preparations for securing annual aid in all its forms are in progress in many yet untouched localities, that fifteen certificated teachers for new British schools have actually been applied for, and that one only can be supplied; it does not seem too much to assert that such a condition cannot be rigorously enforced, without presenting a positive impediment to the progress of that education, which it is your Lordships' avowed and undoubted desire to promote.

Requirements as to title to school-premises should be relaxed.

Another regulation, which it would be advantageous to modify, is that which generally refuses any public aid in building or even fitting up school-rooms, unless they be conveyed in perpetuity to trustees for the purposes of education. It happens unfortunately in many iron and coal districts, among the hills of Monmouthshire and South Wales, that the sole owner of the soil is some noble or wealthy individual; who absolutely refuses to execute conveyances in fee simple, though he has no scruple about granting leases for lives or long terms, or about renewing them when the occasion arises. In such cases the continuance of the title is often morally secure; and yet the smallest grant is rigidly refused, to the great detriment of the cause of education. To meet the evil arising out of these or similar circumstances, I venture to suggest that grants for fittings, which are always small, as well as building grants of limited amount, might be made on the security of undertakings by responsible persons to repay the grants in the event of any interruption, within a given period, to the use of the premises for a school; care being taken at the same time to ascertain that the promoters obtain the best title they have it in their own power to get. Such a modification would be particularly acceptable in cases where your Lordships call upon the managers of schools to lay down boarded floors, or adopt better fittings, as a condition of receiving

condition should receive the most liberal encouragement. By the second, the application of certain regulations, for which this part of the country is not yet prepared, should be postponed for a limited period, and the stringency of others, calculated to retard improvement in a backward district, should be relaxed.

I have the honor to be, &c.

JOSEPH BOWSTEAD.

To the Right Honorable,
The Lords of the Committee of Council on Education.

APPENDIX A.

SCHOOL FEES.

1. EXTRACT from a Prospectus issued by the managers of the Bideford British School, at the close of 1853:—

"The committee, while desirous of making their school thoroughly efficient as a means of education for the poor, are aware that others will gladly avail themselves of its advantages. They have, therefore, endeavoured to prepare a scale of charges which would enable the to admit the children of parents who have larger incomes, without violating the funds placed at their disposal for the education of the poor. They feel assured that every parent will consider these terms equitable, when it is kno n that the actual cost to the committee for the education of each child is about 6*d.* per week.

"While the charge for each child will thus be fixed according to the circumstances of the parents, no difference whatever will be made in the character or amount of instruction. Every advantage the school possesses will be alike open to all."

TERMS.

	Boys.		Girls.	
	Week	Quarter	Week	Quarter
	d.	*s. d.*	*d.*	*s. d.*
Tradesmen, and others, paying a rent, or residing in a house the value of 10*l.* per year	6	5 0	4½	4 0
——— 6*l.* and under 10*l.*, having only four children in family	4	3 6	3	2 6
——— having more than four children	3	2 6	2	2 0
Workmen earning 20*s.* per week, having only four children	6	5 0	4½	4 0
——— having more than four children	4	3 6	3	2 6
——— 15*s.* ——— having only four children	4	3 6	3	2 6
——— having more than four children	3	2 6	2	2 0
——— 12*s.* ——— having only four children	2	2 0	2	2 0
——— having more than four children	1	1 0	1	1 0
——— less than 12*s.* per week	1	1 0	1	1 0

The committee have power to reduce or remit the fees in special cases.—All school fees to be paid in advance.—All books and stationery required in the school will be provided by the committee, but one penny per month must be paid by each child for their use.—Books and slates for home study to be provided by the parents.

2. Tables illustrative of the effects produced by the introduction of higher payments.

Summary of Tabulated Reports, for 1853–4, on Schools inspected by H. M. Inspector of Schools J. Bowstead, Esq.

SUMMARY A.

Number of Schools actually *inspected* between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of Children in *average attendance* in those Schools.	Number of Children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
113	51	40	26	44	179,172	16,575	17,242	78	329

Per-centage of Children *present at examination*, learning‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
28·74	1·16	1·23	2·07	18·03	15·17	34·43	55·05	72·36	5·59	8·19	24·37	26·74	31·25

To write			To read		
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.
57·07	65·03	44·95	51·3	38·41	28·08

Per-centage of Children *on School Registers*

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
22·56	14·04	14·28	14·45	12·28	9·79	6·68	3·92	2·2	3·4	4·91	6·86	12·48	17·81

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools,* T. W. M. MARSHALL, Esq., *on the Roman Catholic Schools inspected by him in Great Britain.*

MY LORDS,

DURING the official year, terminating on the 31st of August 1854, I have visited 137 schools, situated in 90 different places. The total number actually present in these schools on the days of inspection was 10,788, viz. :—

In Boys' schools	-	3,722
In Girls' „	-	4,185
In Infants' „	-	1,765
In Mixed „	-	1,116
Total	-	10,788

As my acquaintance with the greater part of these schools now extends over a period of six years, I have felt justified in attempting at length to indicate the precise degree of efficiency which they appear to me to have respectively attained. Such an appreciation, founded as it is upon the brief observations of an annual visit, is no doubt liable to correction, and cannot claim the character of unerring accuracy. I am inclined, however, to regard it as substantially exact; and if so, as not without a certain degree of value. It may serve at least to indicate, however imperfectly, the measure of progress already accomplished, and so to stimulate the efforts by which a higher degree of merit is to be attained in cases where success has hitherto been imperfect.

Dividing, then, into four classes the schools with which I am most intimately acquainted, and which, for the present, I limit to 124, the following terms may be conveniently selected as indicating their respective character,—Excellent, Good, Fair, Indifferent. The last three are sufficiently unambiguous, but it may be well to say in a few words what the first is intended to express. I consider then that that school alone deserves to be called *excellent,* in which, the buildings and apparatus being suitable, the true ends of Christian education are solidly attained by a wise and judicious cultivation of the intellect, skilful methods of instruction extending through an adequate range, the creation of definite and abiding religious habits, and the gradual formation of that peculiar and supernatural character, the attainment of which is the real object of man's existence, and the special and perfect result of *education* properly so called.

tinctly the large share of merit which belongs to the pupil-teachers in such schools. And this is true even in cases, —or rather, in a special manner in such cases,—where the teachers to whom they have the good fortune to be apprenticed are of the highest class, possess the most eminent qualifications, and are therefore far more independent of their aid than in ordinary schools. I am sure that the excellent and accomplished persons by whom the admirable schools at Nottingham, Derby, Wolverhampton, St. Leonards, and similar institutions are conducted, would freely allow the great value of the services rendered by their apprentices, though their capacity to perform such services is wholly due to their own skilful training and affectionate counsels. Unquestionably the authors of this system of apprenticeship in our elementary schools have reason to be more than satisfied with its results, and are entitled to the grateful acknowledgments of all who are interested in popular education. For my own part, nothing which I notice in the progress of the educational measures now in operation, so far as they fall under my observation, appears to me more striking or more worthy of public and official record, than the industry, energy, and success with which a large proportion of the pupil-teachers perform their duties. During six years not one of their number, in my own district, has been rejected for inadequate progress, though a few have merited and received admonition. Many have passed examinations reflecting the highest credit both upon themselves and their teachers. And it should be observed that additional interest and importance attaches to these pleasing facts, if we consider how many of these young people were not only very slenderly qualified at the date of their admission, but were almost wholly without previous habits of industry and mental training. The marked success which, in so many cases, has attended the conscientious labours of their teachers seems to afford the most conclusive evidence of the *capacity* of this class of children to receive any amount of intellectual culture, notwithstanding previous neglect, which the persons to whom they are apprenticed are qualified to impart. And this is of course equally true as respects that far higher and more precious cultivation of the will, the habits, and affections, to effect which is the noblest aim and especial praise of Christian education. On this point a few remarks founded upon personal experience and observation may perhaps be permitted, and I am too deeply convinced of their importance not to wish that I possessed more authority and influence to impress them forcibly upon the attention of school managers.

The extraordinary and complete success of the social and religious training of a certain number of our pupil-teachers, as,

hereafter, is sufficiently grave in its character and results to deserve the consideration of all who are responsible, by their position or calling, for the final destinies of these children. To them I beg leave to submit the following question:—A considerable number of our pupil-teachers are so trained as not only to fulfil very amply their obligations to the Committee of Council, by whose grants the expenses of their training are defrayed, but so as to become centres of a powerful religious influence both within and beyond the school walls, persuasive examples of virtue, and active auxiliaries of the clergy in one of the most sacred and consoling works which are included in their ministry. Why are they not *all* trained in this manner?

I cannot think that this is either a superfluous or an indiscreet question, nor entertain the least doubt as to the answer which it ought to receive. Many of them are not so trained, because during the whole course of their apprenticeship they have witnessed no higher model, received no more impressive lessons, nor become attracted to any wider range of thought, than their daily converse with an unintelligent, superficial, and sometimes worldly teacher could suggest to them. There has been nothing in such an intercourse to awaken their enthusiasm, purify their motives, or sanctify the dull routine of weekly toil. And, in too many instances at least, no higher nor more persuasive influence from without has furnished any supplement to this meagre and unprofitable "training," of which the final and inevitable result is this—either that the enfranchised apprentice, weary of studies which had little interest, and of occupations which had no charm, rejects the profession for which he was designed with disgust; or that one more is added to a class already too numerous, the class of languid, undisciplined, and half-educated teachers.

Whichever of these lamentable conclusions is finally developed, it is evident that the whole aim and purpose of apprenticeship is frustrated; and the object of these remarks is respectfully to suggest to school managers,—without insinuating anything like censure or reproach, which they do not merit, and which it would not become me to pronounce,—that so long as they are compelled, for reasons which shall be mentioned immediately, to employ imperfectly qualified teachers, their own influence and encouragement might be advantageously exerted in behalf of the apprentices in their schools, so as to supply that higher kind of training which is most essential to them, but which otherwise there is in too many cases little hope of their receiving. It is impossible, I think, for those who exercise the functions of School Inspectors not to feel a deep interest in these young people, of whom a

of teachers in their minds. Some felt but a lukewarm interest in a matter which they deemed relatively of inferior importance; others, and they not the least zealous or influential, distinctly and emphatically repudiated any interest in it whatever. I think this was a grave mistake, and one which has been attended with very lamentable consequences, which call loudly for a remedy. All admit that our children must be taught; and it really seems a kind of puerility to abandon them without effort to any sort of teachers whatever, because you cannot procure others whom, for excellent reasons, you would prefer to employ.

The *only* training school for masters,—save one to which I will refer presently,—from which, with very inconsiderable exceptions, secular Roman Catholic teachers have been and are obtained, is the institution in Marlborough-street, Dublin. It is important, therefore, to inquire what sort of training the students in that school receive. I have a long list before me of teachers actually in charge of schools in my district who profess to have been *trained* in Dublin; and how much value is to be attached to what they call their "training" will appear at once from this fact, that of the whole number less than *one-eighth* spent so much as six months in that institution, barely *one-fourth* so much as five, and more than *one-half* from four to four and a half. Considering what has been determined by the authorities in this country, who are certainly experienced and competent judges, to be the due period of training for the office of a teacher, even *after five years of preliminary training as a pupil-teacher*, I think we are fully justified in regarding such teachers as I have referred to as virtually untrained. I am tempted, for my own part, to say much more of their disqualifications, and especially of their feeble personal influence; but I should be sorry to give pain to a class of men, many of whom are useful and fairly competent teachers, and quite capable, as some of them have proved, of attaining, with due aid and adequate inducements, a very high rank in their profession.

If, then, the professedly *trained* teachers are, with few exceptions, such as I have described, and there remains only one other class, the *self-educated*, it is evident that, great as has been the efforts made by Roman Catholics during the last few years to improve their educational institutions, very much still remains to be done. Fortunately, this necessary work has been commenced, as I shall state immediately, with the most auspicious promise of success. But I am anxious, before reporting upon that point, to add a word with respect to those whom I have called "self-educated" teachers. No doubt such teachers, taken as a class, will be found to be feeble and incompetent; and only special natural gifts, patient study,

longer felt, and the training and instruction will certainly be of a high order. The Principal, whose power of forming and elevating the character of those who are under his guidance, and of creating in them a true conception of the nature and scope of their duties, has been abundantly proved, has secured the services of assistants fully able to co-operate with him. All the requisite aids and appliances have been or will be provided with equal judgment and liberality. Henceforth pupil-teachers who have completed their apprenticeship in Roman Catholic schools will enjoy all the advantages which their previous training, however incomplete, will have prepared them to appreciate and to turn to good account. The machinery by which alone the faithful and accomplished schoolmaster can be created is at length perfectly organized, and the primary condition of success, in the absence of which all efforts, however zealous and well intended, must have remained fruitless and abortive, is fully secured.

The remarks which I have now made with respect to teachers, their training and qualifications, lead me to another and kindred subject of equal importance, namely, the character of the instruction imparted by them. An objection has been urged by some who look with suspicion, or at least with scant sympathy, upon the system now adopted in schools which are in connexion with the Committee of Council, to what they consider one of its inseparable results; and it has supplied the few who more openly avow hostility to that system with a new and specious argument. It is said that the whole tendency of the grants administered by the Committee of Council, as well as of annual inspection, is to encourage and reward proficiency in secular learning at the sacrifice and even to the disparagement of higher and more sacred truths. The master, according to this objection, learns to attach exclusive importance to success in those points which alone find a place in the Inspector's report; the pupil-teachers are tempted to forget the value of studies which are altogether excluded from their annual examination; and even the children, first surprised at, but soon accustomed to the prominence given to a certain class of questions, suffer in common with their teachers, and purchase a questionable privilege at the cost of a far more serious and perhaps irreparable loss. Such is the objection, stated, I believe, in its full force; and I may be allowed to add that if it were well founded, it would, in my opinion, be conclusive against the whole system.

A very little consideration will, however, suffice to show that even if the objection, which I am as far as possible from regarding as frivolous in itself, were ever so true in a parti-

But this is by no means the whole of the case, and though it forms a very sufficient answer, as it seems to me, to the objection which has been noticed, much remains to be said. It may be added, that the subject is sufficiently serious to merit full consideration.

Now it is certain, as a matter of fact, that those schools which are most remarkable for the character of the instruction in secular subjects, are also most conspicuous for the excellence of the religious training. I confidently appeal on this point to the testimony of those who are best qualified to offer it, namely, the teachers by whose skill and care these combined results have been obtained. The evidence of such teachers has been cited in my reports on former occasions, and not only confirms the question of fact here alleged, but tends to establish the still more interesting truth, that there is an intimate relation between the two kinds of success, and that the one is, as a general rule, the cause and occasion of the other. And if it be urged that this is only or mainly true in cases where the teachers are of a special class, and careful to guard against the very dangers which the objectors apprehend, it may reasonably be said in reply, first, that at least *such* teachers find no inconvenience from the system in operation, and know how to derive solid advantages from it; and, secondly, that the true remedy for the incapacity, or low views, or one-sided instruction, of teachers of a lower order, is to be found, as I have already suggested, in the intelligent supervision and influence of the managers, and especially of the clergy.

No doubt there are dangers to be guarded against in any system of instruction, whether it take a wide or a narrow range, whether it has for its field a university or a "poor school." Ample endowments and costly prizes offer powerful inducements to secular proficiency in the one, and, perhaps, appeal quite as often to the lower as to the loftier instincts of our nature; and the worst which can be said of the humbler advantages which a provident government now tenders to the students in an elementary school is this, that they may possibly, in particular cases, be injudiciously appropriated, or assume undue and exaggerated importance in the judgment of some who know not how to discern their true place in the general scheme of education. But it is the very province of the clergy,—the natural guardians of the children of the poor,—to detect and turn aside all such contingent dangers; and if, as the objection under notice seems gratuitously to assume, they fail to do so, their protest against the system under which they arise loses all dignity, and degenerates into an undesigned confession of incapacity and neglect.

state of modern society with apprehension, but even give clamorous utterance to their misgivings, it is not unreasonable to expect from *them* at least some vigilance in the timely provision of remedies. Do they acknowledge and accept this responsibility? If, for example, they happen to have the supervision of a school in which there is an active intellectual life, do they make any attempt to satisfy the new wants which such a school is sure to call into being? If, to narrow the question still further, they employ the services of pupil-teachers, have they given any aid towards the prudent direction of their studies, warned them against the dangers which they profess to see so clearly, or furnished them with rules for avoiding them? Have they even supplied them,—I will not say with a library, but—with so much as one good and useful book?

One thing is certain, that pupil-teachers will read, and do read, and not unfrequently works of very doubtful utility. We are deluged with a literature, within the reach of almost every one, to travel through which is by no means always a safe journey upon solid ground, but sometimes conducts one over very dangerous places, soft and yielding to the foot, not very agreeable to the eye, and emitting all sorts of evil odours. Let those who fear the effects of secular instruction not disdain to act as signposts in these doubtful regions. They will generally have docile travellers to guide, for whom a word or a look of caution will suffice. But let them not affect to tremble at dangers which they neither know themselves, nor take any pains to make known to others.

The other want arising out of the present order of instruction is of a still graver kind, and I should be venturing upon forbidden ground if I did more than allude to it. Whether it be good or not to educate as we are now educating, which will probably continue to be a subject of dispute, at least it is undeniable that if we cultivate the mind and teach *secular* subjects scientifically, we must teach *religious* ones in the same spirit. We must not be accurate and precise in the one, loose and superficial in the other. There is a danger lest our pupils should come to discern so strange a contrast, and, since we have qualified them to do so, should permit themselves to reason upon it. The teacher who is minute and laborious in his lessons on grammar or history, but leaves religion to be learned by the listless recitation of the bare words of the catechism, is doing a work which certainly requires very stringent supervision. Let more time, by all means, be given to religious instruction, if it has anywhere been deficient, but let it not be augmented in *quantity* only. It is a sight to rejoice the heart,—I am speaking of what I have often witnessed,—when the higher order of education, which now

Summaries of Tabulated Reports, for 1853–4, on Schools inspected by T. W. M. Marshall, Esq.

SUMMARY A.

Number of Schools *actually* inspected between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
88	46	46	21	20	92,085	10,957	10,323	39	151

Per-centage of Children present at examination, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as				
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
26·71	1·1	0·66	0·74	4·86	14·15	28·48	53·97	66·0	8·53	6·84	7·28	5·54	7·25

To write			To read		
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.
35 25	31·07	26·96	31·27	25·97	23·51

Per-centage of Children on School Registers

Aged									Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
33·12	15·06	12·4	12·11	9·37	7·06	4·92	3·13	2·83	2·71	2·83	6·06	11·79	34·85

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools,* SCOTT NASMYTH STOKES, Esq., B.A., Barrister-at-Law, *on the Roman Catholic Schools inspected by him in Great Britain.*

MY LORDS, Southport, December 1854.

IN the report submitted to your Lordships at the close of the year 1853, I ventured to estimate the number of Roman Catholic Schools within my district, and the number of children receiving instruction in them. The results arrived at were as follow:

In Scotland 35 schools, with room for 5,250 children.
In England and Wales (within my district) 153 schools, with room for 29,112 children.

Tables in reference to the existing educational establishments in England and Wales, and the number of scholars actually under instruction upon the 31st of March 1851, have subsequently been issued from the Census Office, following upon similar tables already published for Scotland. In examining the returns relative to the schools visited by me, I observe that, whether from difficulty in collecting information of a novel character, or from peculiar circumstances attaching to the day selected, from whatever cause, the omission of some considerable establishments commonly at work is unquestionably discoverable. For, to mention the most conspicuous instances, Salford, Sunderland, and Lancaster, appear in the returns as having no Roman Catholic Schools. Making some allowance for such omissions, and a far larger allowance for the increase of schools between March 1851 and October 1853, I am of opinion that the Census Returns support the substantial accuracy of my estimate. These returns show—

In Scotland 32 schools with an attendance of 5,673 children.
In England and Wales (within my district) 118 schools, with an attendance of 17,882 children.

Referring, as an additional check, to the number of schools actually inspected, and of children examined by me in the year ended 30th September 1853, I find that I visited within that period—

In Scotland 20 day schools, attended by 3,802 children.
In England 87 „ „ 14,364 „

There are still, in Liverpool, two schools for boys and one for girls; in Preston, one for boys; in Blackburn, two for girls; in Manchester, one for boys and two for girls; in Glasgow, one for boys and girls; and in smaller places many schools for both sexes, which have not attempted to derive benefit from the Parliamentary grant; and I am of opinion

visits within each subdivision. Henceforward, then, schools in Liverpool and its vicinity, will be inspected in the months of January and February; Preston and North Lancashire in March and April; Scotland in May and June; Northumberland, Cumberland, Westmoreland, and Durham, in July and August; North Wales, Salop, Cheshire, together with Manchester and its vicinity, in November and December. New cases will be grouped in conformity with the settled distribution of my time and work.

Having endeavoured to arrive with some degree of precision at the possible amount of work which the district may afford, and the arrangements for meeting its demands, I proceed to record, in detail, the actual results of the year's inspection.

Within the twelvemonths, ended 30th of September 1854, I have travelled 6,960 miles, and visited 115 establishments, comprising 185 departments, and, at least, an equal number of teachers. Of these establishments, 13 contained separate rooms for boys, girls, and infants, 27 for boys and girls, 3 for boys and infants, 10 for girls and infants, 2 mixed and infants, 10 for boys only, 9 for girls only, 1 for infants only, 33 mixed schools of boys and girls, viz. 21 in charge of masters, and 12 under female teachers, 3 industrial schools, and 4 night schools. These schools were actually attended at the time of my visits by 19,876 pupils. In four instances two visits were paid to the same schools. In 30 schools, certificated teachers, with apprentices, were employed; in 4, certificated teachers, without apprentices; in 30, apprentices were being trained by uncertificated teachers; in 11 cases, claims for apprentices were either disallowed or failed after admission; 39 schools sought inspection for the first time, with a view to obtain either the capitation grant or some other of the aids offered to schools by your Lordships.

At Christmas 1853, an examination open to male and female candidates for the certificate of merit was held before me in Edinburgh, and of the twenty teachers who presented themselves on that occasion, eleven were found deserving of a class. Out of the number four had already secured the certificate; so that the gain of the district by examination during the past year is limited to seven certificates.

An examination for registration, held in accordance with the new arrangements in Manchester at Easter 1854, was attended by ten candidates, of whom six, viz., two masters and four mistresses, were declared successful.

In reference to apprenticeship, I have examined 402 young persons, of whom twenty-nine completed their term of service with credit, seventeen were released from their indentures either at their own desire or for other reasons, and 273 remain

School.	Name.	Employment.
	Males.	
Preston, St. Augustine	M. Mercer - -	Teaches at Great Eccleston.
Stella - -	M. Daglish -	Teaches in Liverpool.
Liverpool, St. Nicholas	L. Flynn, C. Bond, A. Murphy -	In training at Namur, Belgium.
,,	M. A. Mahon -	Is seeking for a school.
,,		

Thus it would appear that of the whole number of thirty-three apprentices who up to this time have served out their term in schools within my district no fewer than 25, or 72·7 per cent. are actually engaged in teaching or in preparing themselves to teach hereafter more effectively. And this in spite of the grave disadvantage under which the want of training schools has placed them. The proportion appears very satisfactory; and scrutinizing the list with a knowledge of individuals, I think that nearly all of those likely by their attainments and example beneficially to influence the young will be found devoting themselves to school work. It would have afforded me gratification to add to the names of the schools the names also of those teachers, under whom the apprentices determined to become teachers have been trained; because I conceive that in inspiring their apprentices with a love of teaching and leading them to devote their powers to the performance of duties so noble and so beneficial, they have established a claim to honourable notice, and have afforded proof of their peculiar fitness to be intrusted with the charge of pupil-teachers. In this view, although I cannot produce a complete list, I may name as particularly deserving of mention Mr. Dunlevy, of Edinburgh, Mr. Chapman, of Durham, (whose former pupils are at this moment efficient teachers,) Mrs. Durie, Miss Mehain, and Miss O'Neal, of Edinburgh, all certificated teachers, as well as Mr. Kelly, certificated master, formerly of Stockport. It must also be observed that the high example of the Sisters of Mercy at Sunderland, and the Sisters of Nôtre Dame at St. Nicholas' Liverpool, has not been lost upon their pupils.

Out of a large number of apprentices some will certainly fail to exhibit the qualifications demanded in a teacher, and at the close of their term will choose a more congenial mode of life; while of others accidental circumstances will from time to time shorten the career. Thus, since my appointment, eight apprentices have completed their course and taken no further steps to advance as teachers; and twenty have been prematurely released from their indentures. Death, ill-health, or marriage

teachers, who have completed their period of service with great credit in the Edinburgh schools. Such a burthen is ordinarily quite beyond the means possessed by managers of Roman Catholic Schools.

To the number of certificated teachers employed in 1853, success in the Christmas examination or removal from the South has added twelve; but death has taken three from the small band, leaving thirty-four—twenty-three males and eleven females—engaged in teaching.

The disparity between the respective numbers of certificated teachers and apprentices is very striking on the whole, and varies remarkably in different places. In the hope that the teachers of my district will be roused to greater exertions, and will generally resolve to secure that honorable distinction which many of them deserve, but few have yet obtained, I draw attention to the following contrast:—

Number of	Edinburgh.	Preston.	Blackburn.	Manchester.	Liverpool.	Glasgow.
Teachers -	6	9	3	4	25	8
Certificates -	5	4	3	1	2	0
Apprentices	28	32	5	17	89	17
Assistants -	1	1	1	0	0	0

In Edinburgh, Preston, and Blackburn, the proportion of certificates to teachers is as 8 to 12; in Manchester, Liverpool, and Glasgow, less than 1 to 12. Various causes may combine to produce so strange a contrast; but I see no reason to doubt that certificated teachers will be found, as a general rule, to occupy the situations which present the greatest advantages. Adequate attractions will secure their presence in Glasgow as well as in Edinburgh.

The working of the capitation grant, introduced with the year 1854, can scarcely as yet be tested by experience; but there seems reason to anticipate that it will be the means of bringing a new class of schools within the scope of the Parliamentary grant, and of effecting great improvements in them: it will certainly add very materially to the influence of Her Majesty's Inspectors. I have found, in some instances, that the grant is regarded with despondency, as though the conditions attached to it were difficult, and indeed impossible, of fulfilment. Not so: the grant—confined to England and Wales—has been already paid to the following schools: Thornley, Stella, and Houghton-le-Spring, in Durham; Wigton, in Cumberland; Rainhill, Bootle, and Litherland, in Lancashire; Middleton, in Salop; and Talacre, in Flintshire. I

itself in the common stone floors, which preclude all hope of benefit from the capitation grant without a previous outlay, considerable to managers already overburthened by the ordinary school expenses. Temporarily injurious, however, in its application to a large number of schools, the regulation against stone floors must, I think, be regarded as even more indispensable in Roman Catholic schools than in others, because in them the argument based upon risk of health is strengthened by the frequent presence of children who are in the habit of attending quite barefooted. I have watched such children, while their class was under examination, as they shifted painfully from foot to foot, and at length placed beneath them a copybook or a cap, to check the efflux of vital heat. Certainly, where agriculture affords the sole employment, children without shoes or clogs are seldom seen; but if demand for labour has drawn numbers together, it is rare indeed to find a Roman Catholic congregation which does not reckon some Irish families with many children, for whom the alternative offers itself, either to admit them half-clad into school, in the hope of amendment, or to condemn them for life to their present state of social degradation. Stone floors materially assist their exclusion. If, then, a high view of the purposes of the school, if consideration for the health of the scholars, and, more especially, of the teachers, be inoperative to remove such floors from Roman Catholic schools, motives of charity at least will, even at some cost, I am sure, be adequate to do so.

And among the improvements of the past year I reckon not the least that stone floors have disappeared from Newcastle, St. Andrew; Carlisle, St. Patrick; Preston, St. Wilfrid; Wigan, St. John; Sunderland, St. Mary; and I trust also from other village schools besides Fernyhalgh, St. Mary. In Scotland I have not met with a single stone floor.

In the schools named above, the opportunity afforded by a change of floor has been taken to introduce an improved organization; and on this subject I will venture to offer a few remarks, far from new in themselves, but possibly still unfamiliar to many connected with the schools which I visit. Those schools range between rooms of great area, with an attendance of 400 or 500, to the humble apartment holding a score of children. The same organization cannot be available for all of them. It is to the larger schools that the following remarks mainly refer.

Up till the year 1850, I suppose that the only plan of conducting a large school known to my district consisted in the pure monitorial system. Under this system, as is notorious to all, a large room, oblong or nearly square, was filled to

3. The elder children are sacrificed. They are employed in appearing to teach others, instead of really learning themselves. In some instances, domineering, ungentle, and even cruel habits are created or confirmed.

4. The younger children are sacrificed. Instead of a teacher of formed mind and manners, they are placed under a child whose authority is either a tyranny or a farce. Let any one who questions the intellectual inefficiency of monitors examine those employed in the school of highest reputation within reach. Let him try them in reading, in explaining words and sentences, in notation of figures, in writing from dictation. The result, I am persuaded, will amaze him.

5. The classification is artificial and capricious. In the attainments and mental development of children, between the infants' school and the first class of an ordinary school, not more than four distinct degrees are ordinarily observable. I have never been able to ascertain upon what principle a division into twenty or thirty classes is effected; but it is certainly not uncommon, if chance has assigned a more intelligent or active-minded monitor to the eighth or twelfth class, to find the children in it more advanced than those of the fourth or sixth. Almost as a rule I have remarked that the second class is superior to the first, being less occupied with others, and receiving more of the head-teacher's attention.

6. The multitude of classes and their shape are objectionable. In a room where a score of children are playing at masters and mistresses over 200 of their companions, order and silence will be required in vain. The signal sounds, the master's cane strikes a desk or a head—a momentary pause or a scream, and all is confusion again. Meantime the children stand round their little rulers, and while the head of the class is addressed, the bottom, if prodigiously inquisitive, may learn indeed what is passing in another class, but certainly nothing from his own. When rotation brings round the sentence to the bottom, the top is quite out of hearing.

7. Time is wasted. No one can have witnessed without admiration the power exerted by a skilful master over the mass of his boys by aid of the mechanical contrivances of the monitorial system. And drilling has its value, no doubt. But is it the purpose for which children attend school? Is it worth the time and pains bestowed upon it?

8. Parents are dissatisfied. Teachers often complain of the unreasonableness of parents, who like their children neither to act as monitors, nor to learn from monitors. In repeated instances I have been told that they consent to send their sons only on condition that the master will himself give them at

have removed in great measure the evils of the monitorial system.

Improvements in furniture and apparatus generally follow an improved organization. Indeed almost all juvenile schools are now found to possess the necessary apparatus, excepting those inspected for the first time; and it has even occurred to me sometimes to remark appliances which it appeared from visible proofs the teacher was either too unskilful or too indolent to use.

In infants' schools, the success of which in the manufacturing districts is so highly important, organization has not received equal attention. The idea of an infants' school is not grasped, and the methods and apparatus of a girls' school are tried in an inferior apartment with very moderate success. My district affords one remarkable exception. At St. Mary's, Edinburgh may be seen an infants' school well worthy of imitation, and I have no doubt that the apprentices trained there will become efficient and prized infants' teachers.

In France the furniture of the infants' school, so necessary to preserve the true character of the institution, has been made the subject of general regulations by the Council of Public Instruction. It consists, as I am informed,—

"D'un certain nombre de gradins (cinq au moins, dix au plus) placés à l'une des extrémités de la classe, de bancs fixés en nombre suffisant pour recevoir tous les enfants, de porte-tableaux et de touches, de tableaux de lecture, d'un tableau noir placé sur un chevalet, d'un boulier-compteur ayant dix rangées de dix boules chacune [for the decimal system], d'un portefeuille d'images, d'un cadre pour les exposer aux regards des enfants, d'un sifflet pour donner le signal des exercises, d'un claquoir pour marquer la mesure, d'une cloche suspendue, de deux lits de repos sans rideaux et sans matelas,—l'un pour les petites filles, l'autre pour les petits garçons,—d'une poêle, d'une fontaine, d'une pendule, de baquets, de gobelets d'étain, d'éponges, de serviettes, d'une série de champignons pour placer les casquettes et autres vêtements des enfants, de planches pour poser les paniers, et enfin d'une armoire pour serrer les registres, les tableaux, les matériaux et produits du travail manuel [all—boys and girls—sew and knit]. Où la nourriture est fournie, ce mobilier s'augmente de petites ecuelles pour la soupe, et d'une cuiller pour enfant."

Such is the furniture by law provided for infant schools in France. It contains nothing perhaps which may not be found in one or other of our schools in Britain, but it is worthy of notice for its appropriateness and completeness.

In evidence of the variety and extent of the amusing and instructive exercises which may be communicated to infants by a teacher, whose power to condescend to the infant mind, combined with a happy liveliness and elasticity of intellect, has secured success, I would adduce the last examination at St. Mary's, Edinburgh, when Mrs. Duries' schools went

through with great spirit and no less intelligence the following:—

PROGRAMME.

1. Hymn, Catechism, &c.
2. "This is the Way we show our Hands."
2. Gallery Lesson.
4. Litany of the Birth of our Saviour.
5. Reading Lesson.
6. "I have a little Garden."
7. "Good Boys and Girls."
8. Gallery Lesson (Water).
9. Dialogue.
10. "Carpenter."
11. Reading Lesson.
12. "We're all Weaving."
13. Parts of a Shilling.
14. "Saw ye never in the Meadows."
15. Natural History Responses.
16. "Cuckoo."
17. "Face of the Clock."
18. Sixth line of Multiplication Table.
19. "Boys and Girls come Clap like Me."
20. "Storm."

But to return: among the improvements of the year I must not omit to class the provision for education made now for the first time in some of the principal towns in my district. Warrington, with a large population of poor Irish, now possesses a school-room of spacious dimensions; Whitehaven, where the Roman Catholic children are numbered at 700, has substituted a certificated teacher and enlarged buildings for a nominal school; in Chester premises, provisional indeed, but very serviceable, have taken the place of an apartment which for singular shape and narrow area was certainly comical, and I hope, unique; while at Alnwick, pronounced by the best informed prudence to be absolutely unequal even to a mixed school, two good schools have been established in capital rooms with a zeal, generosity, and wisdom unsurpassed in the year's experience.

With some notice of the wants of the district, still unprovided for, I will include this report.

School accommodation continues in many places to be very inadequate to the want of the population.

Irregularity in the attendance of children at school continues to excite loud complaints. There can be no doubt of the general existence of the evil, and as little of its seriousness. Nevertheless, I have sometimes imagined the complaints about it to be exaggerated, as a convenient cloak for deficiencies really attributable to other causes. Of the several means adopted to check it, none, perhaps, will be found completely effectual; but none, I am persuaded, can be persevered in without benefit. In the greater number of schools I do not find that any means are seriously attempted. Registers and class-rolls are too often begun and laid aside. Periodical reports to parents are seldom made. Rewards for regularity might be more general; in some cases I am afraid that a strict example of punctuality is not afforded by the teacher himself. *It is* only now that managers of schools are very properly

beginning to regard accurate registers as indispensable. The task of maintaining this part of good discipline, sometimes viewed as a burthen, may fairly be shared with the pupil-teachers, who thus acquire habits of great value to them during life.

But I would repeat my conviction that the grand want, lying at the bottom of other wants, impeding the progress of education, and crippling the efforts made in a large number of schools, is the absence of training schools for teachers. It would appear evident that schools require teachers, and teachers require training, and that accordingly a training school is a primary condition of all extension and improvement in education; and I should feel some shame in offering the remark, were it not apparent that to others the force of it is not so clear as to myself; otherwise, it would not be possible for an Inspector, at the close of 1854, to record that in 185 school-rooms he found but four teachers who had received direct advantages from a British training school of any kind; that no pupil-teacher from his schools had gained a Queen's scholarship; that he is unable to direct managers of schools to any means for supplying vacancies, or providing new schools with trained teachers. The promoters and managers of Roman Catholic schools are rearing costly edifices, and making sacrifices to maintain them; for teachers they will surely not be content to trust to chance. With a deep sense of the necessity of imparting an education sound in faith and morals, they would seem, in leaving the training of teachers neglected or uncontrolled, to abandon, at the same time, all command over the preparation of the ordinary instruments for exerting religious influences upon children. Certainly, from St. Mary's, Hammersmith, some recruits may henceforward be yearly expected, and it affords me gratification to know that my district will send up several candidates for Queen's scholarships at the approaching examination. In Liverpool, also, some efforts are making to establish a training school for female teachers. I hope that the interest exhibited in these, and similar undertakings, will prove commensurate with their momentous importance. Unquestionably, the time for prompt action is come. In the course of 1855 thirty-eight of the female apprentices in my district will complete their term of service, and no training school yet open!

In referring to the tenure of school property, I am well aware of the prejudices which may be excited. Still the risks attending undeclared, and so illegal, trusts; the security of Roman Catholic school property since O'Connell's Act; the special facilities afforded for the transfer of school sites, and the renewal of trustees, deserve a dispassionate consideration; and so many cases have come under my notice of insecure and unsatisfactory

Summaries of Tabulated Reports, for 1853–4, on Schools inspected by Her Majesty's Inspector of Schools, S. N. Stokes, Esq.

SUMMARY A.

Number of Schools *actually inspected* between 1 September 1853 and 31 August 1854.

No. of Schools, *i.e.*, institutions held in separate buildings, and separately managed.	Number of School-rooms in which separate Teachers are employed.				Amount of *accommodation*, in square feet, in Schools enumerated in the first column.*	Number of children in *average attendance* in those Schools.	Number of children *present at examination* in those Schools.	Number of *Certificated Teachers* in those Schools.†	Number of *Pupil-teachers* in those Schools.†
	Boys.	Girls.	Infants.	Mixed.					
115	55	65	29	36	150,956	18,443	19,876	36	273

Per-centage of Children *present at examination*, learning ‡

Sewing.	Algebra.	Mensuration.	Geometry.	Drawing.	Music from Notes.	History.	Grammar.	Geography.	Arithmetic as far as			
									Fractions and Decimals.	Proportion and Practice.	Compound Rules and Reduction.	Multiplication.	Simple Addition.
20·13	0·2	—	0·1	2·64	11·34	17·64	38·49	53·9	2·85	4·86	10·44	13·85	15·22

To write.			To read.		
From Dictation.	On Paper.	On Slates.	Books of General Information.	Easy Narratives.	Letters and Monosyllables.
21·9	31·03	33·52	29·35	23·07	32·73

Per-centage of Children *on School Registers.*

Aged								Who have been in School				
Under seven.	Between seven and eight.	Between eight and nine.	Between nine and ten.	Between ten and eleven.	Between eleven and twelve.	Between twelve and thirteen.	Between thirteen and fourteen.	Over fourteen.	Over four years.	Four years.	Three years.	Two years.	One year.
24·62	11·72	13·81	14·11	13·16	9·66	6·82	3·82	2·28	1·76	3·02	7·05	12·02	25·58

* The amount of accommodation in square feet, divided by 8, will give the number of children who can be properly accommodated. Calculations of area in school-rooms, as compared with the average attendance of scholars, should be made upon this basis.

† At the date of closing this return.

‡ These per-centages are confined to boys' and girls' schools, and do not include infants.

General Report, for the Year 1854, *by Her Majesty's Inspector of Schools,* E. WOODFORD, Esq., LL.D., *on the Schools in connexion with the Church of Scotland, and other Schools inspected in Scotland; including a Report on the Training Schools in Edinburgh and Glasgow.*

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MY LORDS, Edinburgh, 9 January 1855.

THE report which I have this year the honor of submitting resolves itself into two principal branches, the one on training schools, and the other on elementary schools.

I. *Report on Training Schools.*

Training schools.

The training schools in connexion with the Church of Scotland are two, one in Edinburgh and one in Glasgow. I have been instructed to give, in this report, a comprehensive view of these institutions, showing the present accommodation, the numbers attending, the staff of teachers, course of study, time-tables, and other arrangements of each, with any facts or circumstances affecting their condition and efficiency, either collected from former reports or now supplied.

application (22 February 1840) was that 2,500*l.* would be allowed to complete the building, but the claim of further aid towards liquidation of the debt was reserved for after consideration. In 1841 (5 May) the completion of the building was intimated, but at a cost of 3,700*l.*, instead of the 2,500*l.* which had been granted, and application was now made for the difference, 1,200*l.*

Her Majesty's Inspector of Schools, Mr. Gibson, was now directed to visit the school, and to inquire minutely into the state of the finances. By his report, dated 8 February 1842, the entire amount of the debts from every source, after payment of grants to the amount of 4,500*l.*, was 10,677*l.* 7*s.* Debt.

The application of the General Assembly's Committee, and that of the Glasgow Educational Society, with various relative papers, were taken into consideration together by the Committee of Council; and intimation was given (31 December 1841) of a grant of 10,000*l.* for building purposes in Edinburgh and Glasgow, and also of 1,000*l.* annually towards the maintenance of the intended training and model schools, on conditions which, through the authorized intercommuning of the Inspector with the parties, had been previously ascertained to be acceptable and satisfactory, and which are summarily as follows:— Amount of grants intimated. Conditions.

a. That the Glasgow Educational Society make over their Normal school premises to the General Assembly, in trust for ever, free of bond for the debt, and incapable of being mortgaged on that account.

b. That the General Assembly expend 5,000*l.* of the building grant in liquidation of the debt on the Glasgow School premises, and undertake the future payment of the rest of it, according to the amount reported by Mr. Gibson, but shall incur no farther liabilities whatever on that account.

c. That the General Assembly expend the remaining 5,000*l.* of the building grant, and also with it an equal sum from their own resources, in the erection of suitable premises for a Normal school in Edinburgh.

d. That, to meet the annual grant of 1,000*l.* or 500*l.* for each of the training schools, the General Assembly add an equal sum, besides the return from the school fees, in maintaining their efficiency.

e. That there be maintained in each a Rector, whose qualifications shall be approved of by the Committee of Council previously to his appointment.

Much of what remains to be said here of the two seminaries will be best stated under a separate head for each.

Attic floor (D), lighted from the roof by two windows, contains five large bed-rooms and a passage. The aggregate area of the class-rooms in the model and practising school amounts to 4,110 square feet, which, at the rate of 8 square feet per child, would accommodate 513. That of the class-rooms, set apart for the training school, amounts to 2,138 square feet, which, at the same rate, would accommodate 267. The dormitories consist of 14 rooms, of which the aggregate area is 2,952 square feet. The apartments for the residence of the Rector are 4, the aggregate area of which is 872 square feet. The rest of the area within the building consists of the committee-room (660 square feet); the students' dining hall (400 square feet), which is by much too small; and the sunk kitchen, lobbies, passages, bonnet and shoe rooms, &c.

Attendance.

The attendance in the training school, at the close of last session, was 34 male students, of whom 8 were Queen's scholars, 17 were maintained by the Assembly's committee, and 9 paid their own expenses. Only 27* were boarded and lodged in the house. The female students were 42; of these, 2 were Queen's scholars, all the rest maintained themselves. 18 are usually boarded and lodged at 8*s.* per week, in a house maintained for the purpose, under a committee of ladies, who pay much attention to their well-being. There is a matron, whose duty it is, besides the general superintendence of the house, to go with her charge to the training school; and there is a mistress of industrial and household work. The ladies appoint a sub-committee to visit in rotation, and one of them maintains an important Sunday evening class. This institution may be regarded as affiliated to the training school, in so far that the Assembly's committee give a salary to the matron, and otherwise aid its funds when necessary. Besides the foregoing numbers, 16 male students, and 23 females attended during a part of the session.

Resident students.

The children present at last inspection of the model school were 355, of whom 175 were boys, and 180 girls. The pupil-teachers were 15, of whom 7 were boys, and 8 girls.

* There might be bed-room accommodation for 30.

Staff of teachers.

STAFF of TEACHERS, with their DUTIES and SALARIES.

Teachers in Training School.	Time spent: In special occupations.	Time spent: In other occupations.	Salaries.
Rector - - -	As under.	As under.	250*l.*, with House.
Mathematical Tutor -	Arithmetic, mathematics, and elementary physics, nine hours weekly.	- - -	40*l.*
French Master - -	Four hours weekly	- - -	30*l.*
Drawing Master -	Four hours weekly	- - -	40*l.*
Music Master * - -	Four hours weekly	- - -	24*l.*
Agricultural Tutor -	Two hours weekly	History, Geography, Arithmetic, Writing, and Grammar, fourteen hours weekly, to female students.	60*l.*, with Board.
Matron* - - -	Resident housekeeping - -	Female Industrial work, thirteen hours weekly.	50*l.*, with Board.
Teachers in Model School.			
Head Master * - -	Five hours and a half daily -	Male students.—Grammar and Geography, five hours weekly.	170*l.*
Second Master * -	Five hours daily -	Male students.—Writing and Book-keeping, and assists in female students' Grammar, six hours weekly.	60*l.*, with Board.
Third Master * - -	Five hours daily -	Assists the Rector in teaching Latin to the students, four hours weekly.	28*l.*, with Board.
Mistress—Infant Department.	Five hours daily -	- - -	40*l.*

* Those marked with an asterisk teach both in the training and in the model school.

There is a janitor not resident.

Rector's course.

The Rector exercises a general superintendence over the whole seminary; and is engaged in the instruction of the students,—in religious knowledge, four hours weekly; history, three hours; higher English, two hours, classics, four hours; and in pedagogy, six hours.

A course of forty-one lectures in pedagogy is thus divided:—

I. *On Teaching*:—1. On method and its principles, with reference to the various subjects of primary instruction. 2. On the manner of teaching.—Twenty-five lectures.

II. *On School-keeping*:—1. On school structures. 2. School organization. 3. On school registers.—Ten lectures.

III. *On Discipline*:—Six Lectures.

Since my report in 1850 there has been a new appointment in every department of this staff, except in those of the matron, Mrs. Christie, and the teachers of drawing and of music. I anticipate much from the talent, judgment, and earnestness of the new Rector, the Rev. Mr. Currie. The new head master of the Model School, Mr. Anderson, is exact in exposition, and successful in commanding the attention of the whole class before him, and he appears to be well supported by the rest of the teachers.

Practice of students.

In the practising school the students are present for an hour daily, but they are individually engaged in actual teaching, only about once in two weeks. During the other days, they are directed to observe the practice of their companions in the continuation of the same subject. The teaching is thus conducted under the immediate and constant superintendence of the master of the room, who stands by and records his observations upon the success of each. Time will show how far this arrangement, which is partly necessitated by the accommodation, is more or less efficacious than that which allows each student more practice with less constant superintendence.

(*a.*)—Time Table for Training School.

Male Students.

Days.	9–10.	10–11.	11–12.	12–1.	1–2.	2–3.	3–4.	4–6½.	6½–8½.
Monday -	Religious instruction.	Grammar and composition.	Practising school. — Listening.	Interval.	Private study.	Classics.	British history.	Dinner and recreation.	Arithmetic and mathematics.
Tuesday -	French.	Geography.	Practising school. — Teaching.	Ditto.	Ditto.	Ditto.	English language.	Ditto.	Ditto.
Wednesday -	Music.	Grammar and composition.	11–12½, mathematics.	Ditto.	Ditto.	Pedagogy. — Examination.	British history.	Ditto.	Drawing.
Thursday -	Criticism lesson.	Geography.	Practising school. — Teaching.	Ditto.	Ditto.	Classics.	English language.	Ditto.	Arithmetic and mathematics.
Friday -	Religious instruction.	Grammar and composition.	Criticism lesson.	Ditto.	Ditto.	Ditto.	Pedagogy. — Lecture.	Ditto.	Ditto.
Saturday -	French.	Music.	Rest of day for recreation.						

Agriculture, Tuesday and Thursday, 6-7 p.m. Book-keeping, &c., twice a week, 6-7 p.m., beginning in Spring.

January 1855.

(c.)—Time Table for Practising School.

—	9–10.	10–11.	11–12.	1–2.	2–2½	2½–3.
Head Master - - I. Class, 104.	Writing and geography.	Arithmetic and spelling.	Grammar, etymology, and history.	Reading and analysis.	Scripture.	Girls go to sewing, boys various.
Second Master - II. Class, 45.	Bible and grammar.	Writing and geography.	Reading and analysis.	Arithmetic and spelling.	Etymology and reading.	Girls sewing, boys various.
Pupil-Teacher - - III. Class, 25.	Geography and writing.	Bible and grammar.	Girls sewing, boys various.	Reading and analysis.	Arithmetic and spelling.	
Pupil-Teacher - - IV. Class, 25.	The same as in the Third Class.					
Pupil-Teacher - - V. Class, 25.	Arithmetic and spelling.	Geography and writing.	Girls sewing, boys various.	Bible and reading.	Analysis and grammar.	
Pupil-Teacher - - VI. Class, 25.	The same as in the Fifth Class.					
Pupil-Teacher - - VII. Class, 25.	Bible and reading.	Grammar and object lesson.	Writing and geography.	Arithmetic and spelling.	Reading and analysis.	
Third Master - - Junior department.	Girls go to sewing, boys various.	10–10¼. Bible and catechism.	10¼–12. Reading and analysis, with object lesson.	Writing (slates), and reading, singing.	Arithmetic and geography.	Writing on slates.
Mistress - - - Infant department.	Sewing.	Bible, catechism, and reading.	Figuring on slates, object lessons.	Arithmetic (ball frame), geography, or grammar, singing.	Class reading.	—

Glasgow Training and Model Schools.

Glasgow premises.

The premises now occupied are those which were obtained by transfer, as above stated, from the Glasgow Educational Society, the liabilities for which, on the part of the church, were finally cleared off about two years ago. The schools were opened under the new management in August 1845. The building stands in a space of about an acre, part of which could easily be made available for the erection of additional accommodation, if more were required. There was formerly a very offensive discharge of the gaseous effluvia of chemical works from a drain that passed close by the enclosing wall. This, however, has in a great measure been prevented by large water traps.

Extent of accommodation.

The ground floor contains in all seventeen rooms, namely, two principal class rooms, each 30 ft. by 60 ft., marked on the plan *e* and *q*.* Attached to the class room *e* (the initiatory) are five smaller class rooms, marked on the plan *b*, *c*, *d*, *f*, and *g*.

Size of class-room	(*b*)	- -	10 feet	by	15
,,	(*c*)	- -	10 ,,		16
,,	(*d*)	- -	11 ,,		16
,,	(*f*)	- -	16 ,,		22
,,	(*g*)	- -	16 ,,		22

Attached to the juvenile department marked *q*, are five class-rooms, marked on the plan *o*, *p*, *s*, *t*, and *u*.

Size of class-room	(*o*)	- -	16 feet	by	22
,,	(*p*)	- -	16 ,,		22
,,	(*s*)	- -	10 ,,		15
,,	(*t*)	- -	10 ,,		15
,,	(*u*)	- -	10 ,,		11

Besides these there are on the ground floor other five rooms, namely :—

Committee room marked on the plan	(*m*)	- - -	14	by 20
Rector's room, No. 1,	(*h*)	- - - -	9	by 14
Rector's room, No. 2,	(*i*)	- - - -	10	,, 14
Janitor's room, No. 1,	(*j*)	- - - -	12	,, 20
Janitor's room, No. 2,	(*n*)	- - - -	12	,, 20

On the second floor there are also two class-rooms, 30 ft. by 60 ft. each. One of these is occupied by the senior pupils under the head master, and the other by the female students and senior girls when practising needlework under the instruction of the matron. Attached to the senior department are two class-rooms (*g* and *h* in the plan), the size of which is 17 ft. by 22 ft. each. On this floor there are residences for two of the teachers, containing six or seven rooms each; and

* The references are to plans sent herewith, and deposited in the architect's room.

The Students' Hall, or Rector's Lecture Room marked in the plan (*e*)	-	-	25 feet by 30
Drawing-room - - (*f*)	-	-	20 „ 25
Library - - - (*d*)	-	-	16 „ 22
Museum - - - (*c*)	-	-	16 „ 22

Above the Student's Hall is a large *attic*, at present not occupied. The aggregate area of the class-rooms in the model and practising school amounts to 10,252 square feet, which, at the rate of 8 square feet per child, would accommodate 1281; that of the class rooms set apart for the training school amounts to 1954 square feet, which, at the same rate, would accommodate 244. The Rector's apartments (which are not his residence) consist of two rooms, the aggregate area of which is 266 square feet. That of the committee-room is 280 square feet. These measurements are exclusive of the residence for two of the masters, and for the janitor, the large attic, and cellars, &c.

No resident students.

There is here no provision for boarding and lodging students within the premises. They must lodge in houses which are approved of by the Rector, and must be open to his visits at any time. The Assembly's committee allows eight shillings a week to male students on their free list, to live out. The female students here, as in Edinburgh, pay all their own expenses, and their lodgings are open to the visits of the matron.

Allowance for living out.

Attendance.

At the close of last session the students in attendance were 28 males, of whom 6 were Queen's scholars and 22 on the Assembly's list. The females were 36. Besides these there were 14 female students and 10 male students, who left during the session.

The number of children present at last visit to the model and practising school was 584, of whom 313 were boys, and 271 girls. There were 5 pupil-teachers, all boys.

Staff of teachers.

STAFF of TEACHERS, with their DUTIES and SALARIES.

Teachers in Training School.	Time occupied.		Salaries.
	In special occupation.	In other occupations.	
Rector - - -	As under.	As under.	300*l.*
Mathematical Tutor	Three hours daily	- - -	65*l.*
Drawing Master -	One hour daily -	- - -	40*l.*
Music Master* - -	Two hours and a quarter daily.	Assists Rector in female students' arithmetic, one hour daily.	50*l.*
Matron—Female Industrial Work*	Needlework, four hours daily.	To visit female students' lodgings.	65*l.*

e.—Junior Department.

9.30	to	10	opening exercises, Bible lesson, &c.
10	„	10.20	pronouncing manual } Division of girls in the In-
10.20	„	11	grammar, juniors read } dustrial Department.
11	„	12	writing, Industrial division read, &c.
12	„	12.30	music.

Interval.

1	„	1.15	catechism.
1.15	„	2	arithmetic, juniors read, Industrial division write.
2	„	2.40	geography, juniors read.
2.40	„	3.30	reading.

Female students are engaged from 10 to 11, and
Male „ from 1 to 2 o'clock.

f. Infant and Initiatory School.

From 9.30	till	10	o'clock	opening of school, collective Bible lesson on Scripture biography, texts, &c.
„ 10	„	11		reading lessons under female students, superintended by master.
„ 11	„	11.10		Interval.
„ 11.10	till	11.30		music, school melodies, initiatory department, singing from notes twice a week.
„ 11.30	„	12		examination on reading lessons.
„ 12	„	1	P.M.	Interval.
„ 1	„	2		reading lessons under male students with master.
„ 2	„	2.20		Interval.
„ 2.20	„	3		secular collective lesson, natural history, geography, botany, common objects, &c.

Comparison of training schools.

Whatever remarks might be made on the efficiency with which these institutions are conducted, founded on what is observed in visits to the class-room, the success with which the students pass the annual general examinations for certificate of merit will be regarded as the most conclusive test of it; and taking one year with another, this may be a fair comparative test when there is no special cause, apart from the reputation of the seminary, for a greater proportion of well-prepared students being entered at one of them than at another. There is, however, one consideration that should forbid haste in concluding from this test. In one training school much pains may be taken to facilitate future progress in study, by the way in which principles are unfolded and illustrated, while in another the attention may be more exclusively directed to the one object of passing the examination successfully.

Eight square feet per child not enough in Normal schools.

In comparing the attendance at the normal schools with the accommodation in square feet, by which it might seem that they are less than full, (though, as I understand, admission to the model schools must every quarter day be refused,) it may be borne in mind that, in these schools more than in ordinary schools, while the children must be assembled in large groups, they must also be dispersed in sections, so as to be worked, without too much mutual interruption, by the students, who, with the pupil-teachers, considerably augment the numbers. Indeed this last object, is very imperfectly gained in either of the institutions, but more especially in that of Edinburgh, which has not the advantage of a number of small class-rooms, into which sections may be sent.

Female training school suggested.

The increasing number of students renders it convenient, as well as desirable, to separate to a great extent the course of instruction for the two sexes, who are now, for the most part, more especially in Edinburgh, taught and examined in separate class-rooms. The suggestion thence naturally presents itself that the best way of increasing the accommodation as well as the efficiency of these institutions, might be to raise a separate training school for female students. The numbers at present attending both, and they are not likely to diminish, would warrant the establishment of one at least, whether in Edinburgh or in Glasgow. The annual expenditure would, of course, be increased by the maintenance of a third staff of teachers, but the present staff, in each of the training schools, requires aid from that of the model schools, at the expense, in Edinburgh, of taking the head-master away from his class an hour in the forenoon, while in Glasgow the Rector is in charge of the model school as head-master, though he does not teach in it. It is this dependence that constitutes the chief, if not the sole practical barrier to a change in the time of the general examinations, which I have always represented as, on several accounts, most desirable for the furtherance of the service.

Needlework.

I have availed myself of aid on which I can rely in endeavouring to form a judgment of the needlework of various kinds, plain and ornamental, that is practised at both the normal schools. I am inclined to agree with those who think that the prevailing taste for fancy work is, in the limited time, fully much indulged at the expense of what is in common life more useful; but, whatever its kind, it is particularly well executed.

Household work.

There is, however, no provision at either institution for the instruction of female students in the knowledge of those common things and those maxims which are of so much importance in all matters of household work, and domestic economy; but in a training school for females, with a suitable

II. *Report on Elementary Schools.*

Number of schools inspected.

The elementary schools inspected by Mr. Middleton, between 31 August 1853 and 31 August 1854, are 171, and by me 143; together 314; but the number of *inspections* was greater than this, as several of the schools were double, and some of them triple. Mr. Middleton's were thus 185, or, including sewing departments, 201; and mine were 166, or, including sewing departments, 179, in all 380. The children present were 27,906; the pupil-teachers examined were 478, and the candidates for apprenticeship, 269.

Other occupations.

With my other official occupations for the year, including, besides the general examinations for certificate of merit, in which Mr. Middleton also had a share, several visits to each of the training schools, my general report for the previous year, the consideration of special cases, and 1,445 letters in correspondence, exclusive of intimations of visit, I found it impossible to effect more in the way of inspection, and I have to say that Mr. Middleton made every effort to aid me in keeping as low as possible the arrears of annual grant cases, which, owing to the constant additions to the number of schools on the list, were still increasing. In anticipation of this, I intimated, about a year ago, my conviction that there would be more annual grant cases than it would be possible for Mr. Middleton and myself to visit; and it has again been necessary to submit a considerable list of such cases to be paid exceptionally, or without the usual visit of the Inspector.

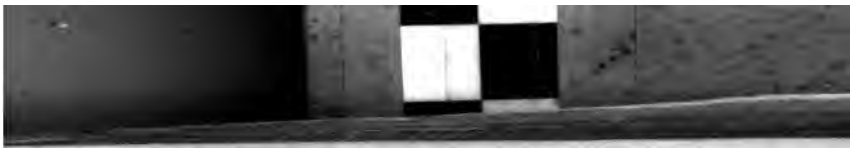
Arrear cases.

Special reports.

The pressure arising from the constant call for inspection led to the delay from time to time of special reports that were required on questions of some difficulty, arising chiefly from opposing applications for aid to build schools in the same place, or from local objections to a proposed school as unnecessary, and involving the consideration of lengthened correspondence, as well as the result of inquiries made on the spot. I much regret these delays, and I am aware that they have occasioned inconvenience and disappointment to the parties; but I was unwilling to hazard an opinion without some further opportunity for continuous consideration of them, which, though often expected, was still prevented for the time by something of more immediate urgency. The cases referred to will be now reported on without delay, so that another season for building may not be lost.

Additional Inspector, and separate district.

The appointment of Mr. Gordon, as an additional Inspector, whom former experience in the office will at once enable to enter vigorously on the discharge of all the duties attaching to a distinct district, will go far to enable Mr. Middleton and me to meet the rest of the existing cases; but new cases are still constantly arising, and may now do so in greater number



The first five classes of these schools are either naturally connected with the Church of Scotland, or have been attached to it by particular deeds, or the acts of trustees. There was formerly no question as to the Burgh schools, and they were accordingly considered as supplying, so far, the wants for which the Parish School Acts provided. Of the rest, some are expressly so connected by the promoters or managers; others are placed on the same list for inspection merely as a matter of convenience or choice, or it may be of indifference, with the express reservation of any Church connexion, as in the case of the National schools of Perth. While some schools are fixed in number, as the Burgh and Parochial, and others are nearly so, as the General Assembly's, the increase of others, as the privately endowed and subscription schools, is comparatively unlimited, and of these the number of subscription schools in the table represents merely those on the list for inspection.

Parish schools.

It will be seen that not one third of this wide field has hitherto been opened to inspection, and that of the important class of Parish schools only a small proportion is yet on the list.

Obstacles.

The several causes which concurred in producing this reserve of the parish schools are now, though in different degrees, becoming gradually less operative; and on some of these causes I may here submit a few observations.

Examination.

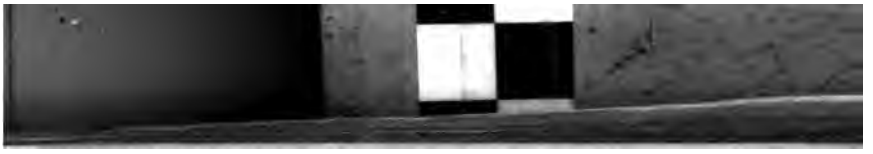
Teachers of good early education, and of high and long sustained professional character, as many of the parish schoolmasters undoubtedly are, may be sympathized with in feeling a not unnatural dislike to be called upon anew to undergo an examination which may result in a finding, as to their familiarity now with departments of study not directly involved in the routine of the school-room, that may place them below what might be expected from their former character as students and their present character as teachers; and very probably below young men of greatly inferior practical attainments, but having the advantage of a course of study and exercises specially directed to the preparation for this examination, as the sole object of their occupation for one or more years. The chance, however, of this last incongruity is now diminished, for the grade of certificate is henceforth not to be determined by the worked papers merely, with only a specimen of teaching, but also by the result of more than one examination of the school.

Considered indispensable.

I have taken the liberty of submitting this subject for the consideration of your Lordships on more than one occasion, but I have as often seen it to be impossible to draw any clear line of distinction between those whom I should consider eligible for

generally understood that schools aided by the Dick Bequest must, in order to fulfil the conditions of augmentation, be provided with a further salary, equal at least to *twice* the amount of the grant, exclusive of the difference between the minimum and maximum, and the effect, as was anticipated, has been the exclusion of the parish schools in the counties of Aberdeen, Banff, and Elgin. This seemed a departure from the principle elsewhere observed, that as endowment or legacy does not qualify for a grant, so it does not *disqualify* schools that are otherwise eligible; and on submitting that this special requirement might be reconsidered, with the view of placing these schools on the same footing with others of the same class, I was informed that, by the passage which is now removed from the Broad Sheet, it was intended simply to intimate that these legacies cannot be recognized as voluntary contributions qualifying for a grant, and that there is, in reality, no difference between schools so aided and other parish schools with respect to the conditions of a grant. Dick bequest.

2. A parish schoolmaster may hold the office of session clerk, but not that of heritor's clerk, in a parish of a population exceeding 400, if he is to have the benefit of a grant. The poor are now provided for by a special board, and the heritors of the parish have no business meetings as such, except to provide for the maintenance of the church and school buildings; to elect a new master, fix his charges, and the branches to be taught, and once in twenty-five years to determine the amount of his fixed salary. These meetings, except when there is a vacancy to fill up in the school, and when the minister usually officiates as clerk, as he not unfrequently does upon other occasions, do not generally exceed one or two in the year, and are usually of short duration. There are not many parishes whose population does not greatly exceed 400, but the business of the heritors bears no relation whatever to the extent of the population. While the master is naturally the most eligible for the office, it cannot interfere with his proper duties, and allows him, as it was meant to do, a small supplementary perquisite, averaging about 3*l.* a year. I submit that this limitation may be safely removed. Undoubtedly the schoolmaster's great and sole object, involving any sensible amount of business, should be his school; and if the duties of it are vigorously performed, and some time given to study in preparation, the remaining hours of the day may well be devoted to recreation. The office of inspector of poor has accordingly been justly viewed as, in most cases, involving too many interruptions, distractions, and responsibilities; and if it is conferred to eke out a slender income, at the expense, more or less, of the special duties of the teacher, a grant in augmentation of salary, Office of heritor's clerk. Of inspector of poor.



feeling, and its simply professional view of one school as compared with others of the same kind throughout the country, and its means of propagating the knowledge of real and well ascertained improvements. Hence the unanimous invitations which I continue to receive from presbyteries to visit all the schools within their bounds Of the non-interference with the rights of the managers or directors of schools, the course pursued in a contingency during the apprenticeship of pupil-teachers may be noticed as a fair illustration. The apprenticeship is sanctioned, on a report that the condition of the school and the qualifications of the teacher are such that it may be expected to be satisfactorily carried through. The teacher, however, may be removed by death or otherwise during the currency of the apprenticeship, and the Government may be viewed as having a direct interest in the appointment af an equally qualified successor, in consideration of the public money which is already so far invested in the case. Accordingly, on the presumption that this interest involved a right, I have been asked whether I could, on the part of the office, concur in a proposed appointment. I had only to reply, that my Lords exercised no such right; that at the next annual period the school would be visited, as it would be if no change had taken place; that if the report was then satisfactory, the apprenticeship would be continued under the new master, but if he was found to be under age, or otherwise disqualified, the case would be simply struck off the register, just as it would have been had the original teacher failed in the fulfilment of the conditions, and the local rights would remain precisely what they were before the engagement was entered upon.

Invitations. Non-interference.

Another fact to the same purpose may be mentioned here, more especially as, through inattention to it, certificated teachers often sustain the loss of one or more years' augmentation. When such a teacher leaves one school to go to another, the Inspector does not follow him, as a matter of course, nor is the grant, which must be accompanied by inspection, tendered till the managers of the new school apply for it. *The augmentation then runs from the next month after such application,* This condition is set forth in the *Broad Sheet,* and is otherwise made known to the teacher; yet, through unaccountable, because unintentional, delays on the part of correspondents, not only one year but sometimes two are allowed to lapse before the application is made, which is a cruel hardship to the teacher, and one that is without remedy, unless the managers, who may be morally or otherwise responsible, according to the understanding when the appointment was made,

Loss to teachers through oversight of managers.

avail themselves, of tendering their hospitality in some shape, and there is an undue disposition to feel slighted when it is wholly declined. Whatever may be their real value, there are more than one obvious ground of objection to the Inspector's being entertained by the teacher upon the occasion of an official visit to his school. But apart from these, it would be much to be regretted, if any practice were to creep in which would throw it upon the teacher to provide for anything at that time but the business of the school-room and the completion of the papers, and more especially anything that would occasion an expense, which all cannot equally afford. In a remote glen wine and cake were produced in a house, where confessedly, so far as known, these articles had never been before. They had been brought not a few miles by a special mes senger, who was thus too late and too tired to appear in the school, where, owing to the smallness of the attendance at the time, and as constituting the advanced class, he was much missed.

Parallel desks.

Not much progress has yet been made in the introduction of *parallel groups of desks*, and, as mentioned in a former report, there is in many of the school-rooms, otherwise good, but built on the plan of having desks round the wall, not room to introduce the change without occupying the space required for the free exercise of a class.

Book grants.

The book grants have now been more extensively obtained, and the greatness of this boon has accordingly been more generally appreciated. In some schools the original supply grant has, without any evidence of abuse, become prematurely exhausted. 168 schools on my list have now been aided in this way.

Registers.

Registers are now in course of being more extensively introduced, but in many instances they are still a mere catalogue of enrolments, with occasionally the indication of the payment or non-payment of the school fees. Some have not introduced daily marking, for the very reason that renders it most desirable and important, namely, the great irregularity in the attendance of the children. When this irregularity is greater than usual, the obviously best course, both for the character of the teacher, and with the view of showing the necessity on the part of the managers for trying some corrective means, is to ascertain and show by a well-kept daily register the actual amount of it, and with what class of scholars and under what circumstances the defalcation chiefly lies. Indeed, the registration alone of irregularity has, in many schools, gone far to correct it. How much, then, might be gained generally, if the minister, incidentally or in his round of visits, and others taking an interest in the school, and ex-

I am not aware that the masters who have had some practice in filling up the annual register given to them by the Dick Trustees, and which, as noticed in former reports, is a very complete one, find it either troublesome or tedious, considering the value of the results arrived at. In many large schools excellent registers are kept, with the aid of pupil-teachers or monitors, who mark their classes simultaneously; and the master makes a weekly digest of their reports. Among the methods of economising time in this operation, it does not appear to be generally apprehended that the *calling of the roll nominally* may be dispensed with. The order of the roll, departing as it may from the strictly alphabetical order, by the additions at the end, and the disappearance of the names of such as may have left since it was last transcribed, is still a fixed or stereotyped order for the time being, wherever the boys may stand in the class, and each boy knows, or may easily know, those that immediately precede him in the roll, and consequently when it is his turn to say "*here*," "*present*," or whatever the word may be, and the master's repeating this word, while he marks, is the signal for the next to go on. *Absence* is intimated by the next boy in the roll who is present, and the master's repeating this absence is the signal for that boy to answer for himself. Should it be desirable to record also each boy's place in the class daily, scarcely any additional time is necessary to accomplish it. The *marking book* is then used at the end, instead of the beginning of the meeting; and it is just as easy for each boy (in the order of the roll), to say, 5, 9, 7, 3, or 1, according to his place in the class, (which is ascertained immediately before by passing the number 1, 2, 3, &c.,) as to say, "*present*," and the master will require scarcely any more time to insert the figure, while repeating it, than the mark for *present;* the mark for *absent* being the same as in the other case. The figures, however, will require more space than the other mark, and the more so that rapidity in making the entry is an object. When attendance alone is to be registered, it would be conducive to distinctness as well as simplicity, if the absent only were marked.

Deficiency of black-boards.

Of *apparatus* that is really not expensive, the most important deficiency is in black-boards. Some managers must suppose that what is wanted is not a black-board to each *teacher*, but only one to each *school*. Another very frequent defect, which it is not always so easy to supply, is a pair of globes, some knowledge of the use of which is prescribed to pupil-teachers. In several of the subjects of examination in the schools which I have visited, there is a decided improvement during the last few years.

Examination of Pupil-Teachers.

Examination of pupil teachers, and their principal deficiency.

Of all the exercises prescribed to pupil-teachers, those in grammar, considering its importance as an instrument in communicating as well as in comprehending the exact meaning of a passage, are the least satisfactory. At two of the largest collective examinations, held by Mr. Middleton and me simultaneously, the following sentence was given to be *parsed with syntax*, "A new commandment I give unto you, that ye love one another." For the sake of comparison we gave the same sentence also on some subsequent occasions, where we had good reason to believe that there could be no communication. A very prevailing error was, to make "commandment" the nominative, because it stands before the verb instead of after it; then "I" was called simply a personal pronoun. No case was ascribed to "one another" (and, indeed, it is not the practice in our schools to ascribe case to any word, in whatever way it may be used, that is not a noun or a personal pronoun). When an answer was afterwards pressed for, orally, they were said to be in the objective, because they follow the verb. In no instance that I remember was it seen to be explanatory of the phrase "ye love," i. e., *that one love another*. The reference of a pronoun to the word which it represents, and which determines its gender, number, and person, and to the word which determines its case, is essential to a complete and clear view of the sense; yet, in the case of the relative, for instance, "*who*, a simple relative," "*which*, a simple relative," and "*that*, a simple relative," is commonly all that is given; and in the case of candidates and younger pupil-teachers it is not unfrequently all that is known. Likewise in parsing a participle, its relation to the word with which it is connected in sense, which in languages of inflection is indicated by its form, is scarcely ever noticed. Hence the participle in *-ed* is as often parsed as the indicative as otherwise. Another important omission is any discrimination of the particular use of the form in *-ing*.

Study of Latin.

I have taken occasion to remark in former reports that, as ability to teach Latin is among the qualifications for the office of parish schoolmaster, a considerable number of the pupil-teachers make some progress in the study of it, in addition to their prescribed exercises. Now the difference of their appearance in the department of English grammar is remarkable. Indeed, it is not too much to say that a boy who has gone through the most elementary Latin grammar, with any reasonable degree of accuracy, would never fall into such errors as were committed in the above exercise by several who were

The section on the Training Schools having extended this report beyond the prescribed limits, a special report on the Madras College, St. Andrew's, and a connected notice of the other schools maintained or aided by the Bell Fund, are omitted till next year.

Report on Madras College postponed.

I have the honor to be, &c.

EDWARD WOODFORD.

To the Right Honorable
The Lords of the Committee of Council on Education.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 294 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
6,968 17 5½	8,336 3 9½	12,194 9 4	3,781 2 3½	31,280 12 10½

Aggregate Annual Expenditure, as stated by Managers, of 294 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
22,511 19 0½	712 18 1	6,534 0 0½	29,758 17 11½

or for apparatus, or of which the managers had requested me to inspect them. And I trust these visits have been useful in encouraging deserving teachers, or in affording opportunity for suggestions tending to their improvement.

In going over the same ground in successive years, it is difficult to extend one's observations without the risk of repeating the remarks made in former reports. It must almost necessarily happen that the defects and excellencies to be pointed out are, to a great extent, the same in kind as have been previously mentioned. It may be hoped that the defects are abated in extent, and the excellencies more generally diffused. This I believe, on the whole, to be the fact. I have still to complain of the monotonous and unexpressive reading in many, especially of the rural schools, a defect which gives a value that we might not otherwise concede to the careful and regular, though somewhat formal modulation inculcated in the Glasgow Normal Seminary, and which disposes me to look with indulgence even on the exaggerated intonations which I have sometimes censured, but which can be more easily *toned down* to a good style of reading, than the ordinary drawl can be fashioned to it. But while adverting once more to this subject, I would still express my opinion—an opinion held even more strongly by my colleague, Mr. Wilson, that the schools are in an improving condition. This improvement may be to some extent ascribed to the additional apparatus which the grants of Government have enabled many schools to acquire. The cheap books, and the abundant supply of maps, have facilitated the teacher's work, and made it more satisfactory to himself, as well as more beneficial to the school. Much must also be ascribed to the advantage derived from the aid of the apprentices. The system of pupil-teacher instruction has become more familiar, and is more efficiently worked. On this subject, however, I shall have occasion to speak more particularly afterwards.

Knowledge acquired in school.

In the course of my examinations during the past year, I have endeavoured, more than formerly, to ascertain the actual amount of knowledge communicated in school. For this purpose I have generally taken the oldest class, and instead of selecting a passage from their reading book, and examining them on it, I have taken the table of contents as a subject, and have tried to find by conversational inquiry, what the scholars knew of the various topics indicated by it. The examination was limited at the outset by the amount *professed* to have been read. In some cases the whole book (generally M'Culloch's Course of Reading) had been studied. More frequently one or two sections had been prepared. In some instances my object was partly defeated by the circumstance

seated at their desks, it follows that the classes are led out by turns to the floor, and taught there. In this way the groups of parallel desks afford little advantage over as many seats and desks arranged in any other way; and I have found a school where these desks were regularly arranged, and two pupil-teachers were employed, in which the highest class sat next the wall and occupied the back forms of all the groups. The teacher, I should add, had been recently appointed. In some of the schools the arrangement is fully and successfully employed. Where it is not, it may be pretty safely inferred that the master is not much in the habit of using the black-board, or of communicating direct oral instructions to his pupils. Where a lesson is merely prescribed to be learned at home, and the examination in school is simply directed to see that it has been properly prepared, the arrangement in school is of less consequence. But when information is directly imparted by the teacher, and illustrations are required to impart it more effectually, it becomes important that the class should be arranged so as to be at once under the eye of the master, and within a moderate distance of the illustration. Without this the full advantage of the black-board is not secured in teaching geography, and it is to this neglect also that we may ascribe the imperfect knowledge of the principles of arithmetic exhibited in some schools, even by those who work their sums with considerable readiness. The defects to which I have now referred may, however, be regarded as temporary, and arising from the comparative novelty and strangeness of the organization recommended. I expect to see it adopted generally for those purposes for which it is particularly valuable, without superseding those arrangements and plans which impart so much activity and spirit to one of our well-conducted schools.

Working of pupil-teacher system.

The efficiency of the schools as they now exist is intimately connected with the systematic employment of the pupil-teachers. In regard to these, a progressive advancement is perceptible in some respects, while in others there is still room for improvement. It appears to me on the whole, that the candidates presented are better qualified than formerly. The masters and managers of schools, looking forward to the appointment of apprentices, select the candidates deliberately, and take care that their qualifications shall be sufficient. Indeed, it is apparent that the candidates have often been kept in view for some time, and special attention has been given to their preparation.

The cases are not numerous in which the apprenticeship has been broken, otherwise than by the ill-health of the pupil-teacher. But there are probably not a few instances in which the profession of a teacher has been abandoned on the ter-

I inspect are connected with the Free Church, a sensible proportion of the pupil-teachers belong to other Christian denominations. It is of little importance, as an evidence of liberal feeling, that the schools are open to pupils of all denominations, for the most bigotted and intolerant sect might open its school to all classes of scholars, while it retained the power of training them in accordance with its own views. But it is a more pleasing sign of liberality, when, in schools supported in a great measure by the exertions of members of the Free Church, pupil-teachers from other bodies are trained, who, at the same time, attend freely the ministrations of their own pastors. In signing the certificates of such apprentices, the minister with whose congregation the school is connected cannot, of course, speak directly of their attention to religious duties; sometimes he has done so, on information received from their minister; but more frequently this particular part of the certificate is signed by these ministers themselves; and thus the names of Episcopalian and Independent ministers, as well as of Presbyterians of different sections, have been attached to the certificates which I have had to transmit.

Normal schools.

The normal schools which it is my duty to visit continue to be conducted in a very satisfactory manner, both in the model and in the training department. That in Edinburgh has been placed in circumstances calculated to excite much anxiety, in consequence of the serious illness of its excellent rector. The happy combination in Mr. Fulton, of business habits and of professional skill as a teacher, together with the influence of his personal character, has been of inestimable advantage to this institution, and his illness could not but be regarded by the Directors with deep regret and concern, both for his own sake, and on account of the school. Temporary arrrangements have been made to supply what, I trust, will be but a temporary lack of service on his part; and it is not the smallest part of the honour due to him, that the school has been brought, under his care, into so excellent a condition, as to continue to go on efficiently without his personal superintendence. I would by no means overlook the ability and good feeling displayed by the teachers who have undertaken the additional duties required in the circumstances. I trust they will have the satisfaction of seeing that their labours have been successful in maintaining the character of the school and the attainments of the students. But none are better qualified or more willing than they, to appreciate the value of him of whose co-operation and counsel they have for the present been deprived.

Both in Edinburgh and Glasgow some slight alterations have been made in the internal arrangements, chiefly with the view of promoting more effectually the instruction in

phenomena, and of the structure of language to be prosecuted in the training school.

If Latin is to be considered desirable in a schoolmaster, as it is generally thought to be in Scotland, it is in the same way that it will be most likely to be acquired. The rudiments of such a language will be more easily mastered at the age of thirteen than at twenty. And, however able and zealous the masters in the normal schools may be, they can hardly be expected to make classical scholars of many of those who have known nothing of the subject till they came to the training schools.

Certificates of merit.

The examinations for certificates of merit were held by me at Glasgow in June, and at Aberdeen in October, and by Mr. Wilson at Edinburgh in June. These examinations were attended in the aggregate by forty teachers and 128 students. The result may be exhibited as on former occasions in a tabular form:—

	Candidates.	Certificates.		
		1st Class.	2nd Class.	3rd Class.
June Examination, Edinburgh:				
Schoolmasters	13	—	4	8
Schoolmistresses	5	2	1	2
Male Students	44	3	22	18
Female Students	28	—	12	14
	90	5	39	42
June Examination, Glasgow:				
Schoolmasters	6	1	—	4
Schoolmistresses	2	—	—	2
Male Students	30	—	12	13
Female Students	26	—	10	11
	64	1	22	30
Autumn Examination, Aberdeen:				
Schoolmasters	13	—	4	5
Schoolmistresses	1	—	—	—
	14	—	4	5
Total	168	6	65	77

From this table it appears that of the forty teachers, thirty-three (or fully four fifths) were successful; and of the 128 students, 115 (or fully eight ninths): and taking all the candidates together, seven eighths gained a certificate of some degree. The numbers last year corresponding with the lowest line of the above table were:—

144, 14, 44, 57,

from which it appears that, while the proportion of successful candidates this year is somewhat greater, the number of those in the first class is both absolutely and proportionally much less. The facts taken together may afford both an encouragement and a stimulus.

I have the honor to be, &c.

JAMES CUMMING.

To the Right Honorable
The Lords of the Committee of Council on Education.

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 270 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
340 9 6	5,858 4 8¼	15,130 16 2¾	4,858 13 5¼	26,188 3 10¼

Aggregate Annual Expenditure, as stated by Managers, of 270 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	s. d.	£ s. d.
22,147 18 1	509 14 4	3,230 0 3½	25,887 12 8½

has at once raised the character of the schools, and through this has acted indirectly upon the subscribers, by showing them that their money is likely to produce a decidedly good effect upon their respective districts, and by encouraging them to give, with hope and confidence, what was formerly contributed under the doubt attached to any project more or less experimental.

It has gratified me much to find that the managers and teachers of schools are now paying more attention to the comfort, cleanliness, and wholesomeness of the rooms in which the education is carried on, excepting in the matter of ventilation, which unquestionably is the most faulty point in a majority of schools under my inspection. There seems in many teachers an innate dread of fresh air, and I have found windows and doors sealed up almost hermetically on the least pretence of cold or of damp weather. In many of the new school-rooms the ventilation continues defective.

In my last report I had occasion to remark, in many instances, what seemed to be the faulty management of schools (1) as to the number of classes, (2) their size, and (3) their arrangement. I am glad to observe a great change for the better in all these respects; the classes have been increased in number, the size of them has been reduced, and a judicious disposition of desks and benches has in most instances superseded the former arrangement of them.

As to methods on which I hesitated, after my brief experience, to offer any decided opinion in my last report, I desire on this occasion to add, that in all schools, especially in schools for the poor, where the children leave soon, there appear to me to be two grand requisites; the one is, to secure rapidity in the communication of knowledge; the other is, to take care at the same time that the faculties of the scholar be duly exercised and developed. These excellencies are best attained by the two methods, oral and catechetical. The latter of these I have seen generally adopted; where the two have been united—and in a few instances I have found this—the effect has been excellent. I trust every year to see the combined system increasingly adopted; time is saved by it, and the mental energies of the children are kept alive.

Discipline, by which I understand simply the power of ensuring attention and obedience, is, for the most part, I am happy to say, well secured and without undue harshness. Corporal punishment seems on the whole little inflicted or needed; the right, however, to employ it within certain limits, is wisely confided to the head teachers by school-managers, though it should never be entrusted to the pupil-teachers. Personal castigation is the shortest, and in par-

Success in teaching arithmetic depends, as in other matters, upon the degree in which the reasoning powers are exerted and brought into action, and also upon the extent to which the principles are mastered and made familiar, and expertness with accuracy acquired by practice. In my last report I adverted to the striking deficiency too frequently met with in this respect. I should have been glad to be warranted in making a more favourable statement at present; though there are many instances of efficiency, still the cases of inefficiency are very numerous. The teaching of arithmetic in girls' schools is on the whole improved. In a few schools mental arithmetic is cultivated. There is scarcely any school in which geography is not taught, and in the majority of them very intelligently. In some schools maps are drawn by the pupils —a valuable exercise and useful in various ways. In some instances the study of it is hindered or limited by the want of maps. A set of these is a very suitable benefaction to be presented by those interested in the school. *Physical geography* has received little or no attention. History, Latin, Greek, and French, have received on the whole fair attention. In respect of music, I should be really glad to witness greater advance. With some marked exceptions, the musical education is below par, the musical repertory of many of the schools being of a very meagre and inharmonious description.

In the female schools, the specimens of needlework, plain and ornamental, and of knitting, have been represented to me by competent judges as being very good. In many schools the quantity exhibited was considerable; the quality of the work was very varied, and, I doubt not, highly creditable to teachers and scholars, as well as to the lady committees of superintendence.

General Examination of Masters and Mistresses for Certificates of Merit.

In June last your Lordships directed an examination of candidates for certificates of merit to be held in Edinburgh. With the result of that examination your Lordships have been already made acquainted. I would merely beg to refer to one or two circumstances connected with that examination.

The number of candidates attending was—

Males - - - - - -	19
Females - - - - -	11

And of these, 14 males and 5 females obtained certificates of merit. The total number of certificates of merit granted to *teachers alone* for the Established and Free Churches of Scotland at these examinations was about 95, so that the proportion of teachers of Episcopal schools obtaining cer-

tificates of merit to those of the two other before named is as 19 to 95, or as 1 to 5; whereas the proportion of the population of the Scottish Episcopal Church to that of the others united is as 1 to 500.

Here then (2) there is cause for much hopeful anticipation of the future success of the Episcopal schools, and a fair index of the general standard of professional attainment, in the fact that, a large majority of these teachers came to the examination not only without the prestige of immediate previous preparation in a training school, but uninformed as to the nature and character of the ordeal through which they had to pass. Under such disadvantages the attainment of the distinction they received is alike honourable to themselves, and must be a subject of congratulation to the managers and supporters of their respective schools. And (3) in announcing to your Lordships the close of the examination, I felt that it was only an act of justice to the candidates to mention the strictly honourable conduct displayed by all during the examination, upon the favourable result of which so much probably of their own personal comfort depended. I now gladly avail myself of the opportunity of again recording in a more public manner the high sense I entertain of their honest and straightforward conduct on that occasion.

Pupil-teachers.

I cannot terminate this part of my Report in a way more agreeable to my own feelings than by stating the great pleasure which has been afforded to me from the examination of pupil-teachers and candidates throughout my various tours of inspection. It constitutes one of the most pleasing portions of an Inspector's duties, and, at the same time, one of the most responsible, thus to be brought into contact with the most promising of the youth of the lower orders of the country of both sexes. I cannot but consider many of the young people with whom I have thus become acquainted as intended, under God's good providence, to become both a blessing and an honour to their native land; and the fact of so many young men and women now training upon a sound system of religious and secular education for the office of teachers, warrants the hope that schools will, within a few years, be established on proper principles, and be suitably maintained, in connexion with every charge in the Scottish Episcopal Church.

The acquirements of the pupil-teachers and of the candidates for that office were, generally speaking, of a superior order; very few of the latter were rejected on the ground of incompetency, but of their age falling short of my Lords' requirements or of the conditions being unfulfilled by the

managers of the schools. Their conduct during the examination was most decorous and commendable.

Fifty-one schools in the seven dioceses of the Scottish Episcopal Church have availed themselves of the advantages held out to them by the pupil-teacher system, and I expect in my circuit next year to find this number much increased. I look upon it as one of the most effective means for encouraging the promotion of sound knowledge and religious instruction that has ever been brought into operation.

The following Table shows the number of Schools under inspection in each Diocese included in the Report for 1854, with the number of those in which pupil-teachers have been examined, and those in which there are masters or mistresses possessing certificates of merit.

DIOCESE.	Number of Schools under Inspection.	Number of Schools where Pupil-teachers have been examined.	Number of Schools where Teachers hold Certificates of Merit.
Aberdeen	11	7	8
Andrew's, Dunkeld, and Dunblane	13	7	—
Argyll and Isles	8	5	3
Brechin	18	5	4
Edinburgh	20	12	6
Glasgow	19	12	8
Moray and Ross	6	3	3
Total	95	51	32

I now beg to lay before your Lordships a few brief statistics of the condition, &c. of the schools in each of the seven dioceses of the Scottish Episcopal Church.

Diocese of Aberdeen.

In this diocese the schools formerly inspected maintain very generally the position they occupied at the period of my first report as regards buildings, furniture, &c., which are very excellent. Intellectually, however, a great improvement is evident, one consequence of which is a considerable accession to the number of pupil-teachers, of which there are now seven attached to the schools at Aberdeen, St. Andrew's, and St. John's, Errol, Inverury, and New Pitsligo, and eight certificated teachers at the schools of St. Andrew's, Aberdeen, at Inverury, Errol, Fraserburgh, New Pitsligo, Peterhead, and Woodhead. Two promising schools have been opened at Cumineston and Strichen which I examined with much satisfaction; a new one has been recently opened under the superintendence of the Rev. Arthur Ranken, of Deer, which I hope to examine

a great part be due to the efforts for promoting sound religious and intellectual education now being made by the upper classes of the inhabitants. A new school has been opened in this diocese, at Auchenblae, and another will be put under inspection situated at Fasque. The excellent schools at Montrose, Catterline, Lochlee, Brechin, and Drumlithie, maintain their high character, the prestige of many of them being enhanced by the acquisition of certificated teachers and additional pupil-teachers: of the former there are four, of the latter, eight.

Edinburgh.

Of the twenty schools situated in this diocese, five have been inspected this year by the invitation of the managers, viz. St. James', Edinburgh, Dalkeith, boys' and girls', Dalmahoy, and Dunmore. The first was inspected under unfavourable circumstances, the death of its late chief manager having occurred only a few days previously. The boys' school, however, was evidently in good order, and the infants' exceedingly well managed. Of the other four schools, it is impossible to speak in too high terms: one and all of them proved the efficiency of the management and of the tuition. The remaining schools are all in a flourishing condition, and it would be invidious to select any of them for especial notice, because I am certain that the most conscientious and persevering efforts are being made by the supporters, and because I believe that the results produced bear a proper ratio to the advantages and disadvantages of the several localities in which the schools are situated. The schools at Leith, Alloa, and Stirling, are all flourishing. In this diocese are six certificated teachers and twenty pupil-teachers.

Glasgow and Galloway.

The new schools erected at Jedburgh, St. Mary's, Glasgow, Greenock West, Helensburgh, West Linton, and Hawick, have been for some time in full operation, and they show the advantageous results produced by suitable buildings and apparatus, when added to the personal energies of intelligent managers and teachers. These may be considered as the model schools of this diocese, though the school at Ayr in point of intellectual attainments, supply of books, and apparatus, may stand fairly on a level with the majority of them. The school at Galashiels is doing well, a new girls' school is about to be added to the present accommodation. The schools at Paisley and Kilmarnock owe much to the judicious superintendence of their managers and they prosper. At Airdrie and Baillieston the schools, especially the former, are conducted satisfactorily. At Christ's Church, Glasgow,

hampered occasionally by want of funds, or discouraged by lukewarm sympathy, or local prejudices—if, with rare exceptions, I found a *desire* to avail themselves of every hint and opportunity that could be afforded for improvement, then I may venture to hope that such remarks as candour and a right intention have prompted, either in this report or elsewhere, may meet with, if not perfect acquiescence, yet at least some measure of indulgence, and that I may experience, even officially, some portion of that liberality and kind construction for which personally I have to make such unreserved acknowledgments. To the Right Rev. the Primus, the Bishops, and my reverend brethren the clergy of the Episcopal Church of Scotland, it is my bounden duty, as it is my pride and pleasure, to express my most heartfelt thanks for their condescending and courteous consideration, for their upright counsel, for their invaluable aid, for their domestic kindness and hospitality. I have many deficiencies to confess to them, much forbearance to bespeak, some extenuating difficulties to plead; but I rely upon their Christian candour to assign to me a fair intention, and to maintain their cordial undiminished help in what I surely may believe to be our common purpose.

I have the honor to be, &c.

T. WILKINSON.

To the Right Honorable
The Lords of the Committee of Council on Education.'

SUMMARY B.

Aggregate Annual Income, as stated by Managers, of 83 of the Schools enumerated in Summary A.

From Endowment.	From Voluntary Contributions.	From School-pence.	From other Sources.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
152 8 0	2,108 3 4	1,284 17 7½	1,300 0 10½	4,845 9 10

Aggregate Annual Expenditure, as stated by Managers, of 83 of the Schools enumerated in Summary A.

Salaries.	Books and Apparatus.	Miscellaneous.	TOTAL.
£ s. d.	£ s. d.	£ s. d.	£ s. d.
3,937 14 10½	269 17 11½	830 16 5½	5,038 10 3½

prize-schemes into a dogmatic form, not because of the importance I attach to them, but simply because this form will best facilitate their discussion.

By stating briefly the way in which these questions have been from time to time forced on my attention I shall sufficiently indicate the train of thought through which I have arrived at my present notions on the subject.

Before the institution of the Staffordshire Prize-Scheme I had often observed how well a system of rewards seemed to answer in one school, and how mischievous they appeared to be in another. Generally speaking I found a disposition to retain them among old-fashioned teachers, and a wish to abolish them on the part of the more skilled class of teachers. On further inquiry, it most frequently appeared that they were disapproved by these latter persons not from any absolute objection to the principle of rewards, but because the importunity of parents and the good nature of school patrons were almost sure to lead to their abuse. Prizes given on exhibition days, according to the results of a public examination, were beginning to be almost everywhere condemned as fostering conceit, and as being in two cases out of three unjustly awarded. The form which was most generally approved was a reward in the shape of a book given for a certain number of marks or tickets for good conduct or place in class, gained during the preceding year or half year. The most complete example of this system that came under my notice was at the Belmont Patent Candle Factory, where every kind of good conduct seemed to have its proportionate reward attached to it in the shape of farthing counters, for which books were given at the end of the year. What I there saw led me into a correspondence with Mr. James Wilson, whose authority, in any matter connected with the moral training of youth, is of the highest value. He did not admit the force of my objection that this system tended to enervate the moral principle, urging Scriptural warranty for it, and contending that what was done at first for the sake of a prize would soon become habitual, and the habit being once formed would be persevered in from higher motives.

When the Staffordshire Prize-Scheme was established it became my business to frame rules for its administration; they will be found in my special report for 1852. In each succeeding year, in the constitution of new prize-schemes, or the revision of their rules, I have been as it were confronted with the subject; and on each occasion I have consulted the opinions of the teachers, and ascertained as far as I could what the effects had been on individual children. Last year, when the Dean of Hereford was good enough to ask me to

RULE I.—"You should not reward children for doing what you would punish them for leaving undone."

It is due, I believe, to the neglect of this rule that rewards have in so many instances defeated their proper purpose, and tended to lower, instead of to raise, the standard of what is good. And yet the rule when stated seems so simple as almost to be implied in the terms used.

If it is a *merit* to have reached any given degree of excellence, it cannot properly be a *disgrace* to have failed to reach it; and, conversely, if it is *disgraceful* to fall below a given standard, it ought not to be accounted very *meritorious* to attain it.

Even if the authorities of a school confuse the two, the shrewd logic of the children will keep them well apart. "If doing this deserve a prize, it cannot be so very bad to leave it undone." The more the teacher—from a mistaken wish to encourage a greater number—pulls down his standard of what is creditable, the more will the children push down their standard of what is discreditable; and thus the sure consequence of making prizes too cheap is to demoralize your school.

The simplest and most obvious way of guarding against this depreciation of the prize is to adopt the principle of competition, whereby the candidates, in their efforts to surpass one another, themselves push up the standard. But this principle is open to the objection, that it makes each one's loss his neighbour's gain.

I am content, therefore, to secure a sufficiently high standard of excellence by providing that it be readjusted from time to time, with special reference to the following rule:—

RULE II.—"Prizes should not be attainable without positive effort."

I hold this rule to be of the greatest importance, because in this *effort* lies, I conceive, the moral value of prize-schemes. When this rule is observed, the examination becomes a trial of strength, a struggle after excellence; it stirs all that is most generous in a child, and whether he gain the prize or not, he has tasted a new pleasure,—a pleasure that will not soon be forgotten,—the pleasure of putting forth his best energies, one of the most valuable experiences that can be given to a child in the whole course of his education.

I now come to a point which to some may seem open to question, but which to me appears to admit of little doubt, if Rules I. and II. be conceded.

Should prizes be given for moral excellence? The duty of

I therefore deprecate entirely the practice of giving children prizes for good conduct, or for learning their daily lessons, as tending to enervate their sense of duty. It seems to imply that good behaviour is something exceptional; whereas good behaviour ought to be put before them as the rule, and misbehaviour as the exception. Indeed the very way in which persons who wish to give prizes for good conduct are forced to measure it, viz., by the comparative fewness of the faults recorded, seems to be a confession that it is at best a negative good; and, if so, it is enough that, so far as mere outward effects go, it should exempt from punishment, without entitling to reward.

Now I can conceive no punishment for misbehaviour so just or appropriate, as exclusion from opportunities of distinction that are open to all the rest. And, therefore, while I would make the award of prizes exclusively depend on the intellectual acquirements of the candidates, I would take care that children of bad character were rigorously excluded from becoming candidates.

I hope I have made it plain that I am perfectly consistent in replying to the question raised about moral excellence by the two following rules:—

RULE III.—Prizes should not be given for good behaviour.*

RULE IV.—Children of bad character should be excluded from competition.

Where the examiner is not the same person as the schoolteacher, it is a matter of no slight difficulty to determine the best form for the certificate of character. It must be free from ambiguity, and yet not too peremptory, else qualifications will be added by those who have to sign it, which will involve the examiner in endless perplexity.

The form adopted at the last examination was the following:—

"———— bears a good character, and has been attentive to his [or her religious duties."

And to this the following note was appended:—

"N.B.—The responsibility of determining whether a candidate deserves this certificate or not, must rest with the minister and teacher. No qualified certificate can be accepted. It is the earnest wish of those who give these prizes, that no children should be admitted to the examination who have not shown, during the past year, at least a marked endeavour to merit the approbation of their ministers and teachers."

* One possible exception occurs to me, but it belongs rather to home or nursery education than to that of a school; I mean the case of an individual child, where some bad habit is to be broken, and where the effort required is so great and so definite that a prize might be allowed according to the spirit of Rule II.; but I should wish to regard it as a concession to the child's low moral state in respect to some one particular duty.

If the examination is limited to some one subject (say arithmetic), every one knows what the prize means. It proclaims the bearer to be excellent as an arithmetician. If, on the contrary, the examination includes many subjects, no one knows precisely what the prize means; and not knowing whether it means this thing or that thing or the other thing, people go away with the loose notion that it means all, and that the boy is so good a scholar that he cannot have much more to learn.

Now I ask every one who is accustomed to children, whether they have not found a reputation of the first kind good and stimulating in its effects, and a reputation of the second kind apt to foster conceit? The explanation of these opposite effects lies, I believe, in this;—in the one case the child knows that people give him credit for what he really has; in the other case, he is conscious that people impute to him a good deal that he has not, and he is strongly tempted to accept the credit so given,—in other words, to pretend to excellences that he does not possess. Just praise invigorates, but flattery is enervating.

The intention of Rule V. would also require, that where the range of any subject is considerable, either the examination should be confined to some special department of it, sufficient notice of this having been previously given; or a large choice of questions should be proposed, a small number only being required to be answered. The necessity of this caution, to exclude the risk of chance, is obvious.

The question is often asked, "What is the best kind of prize for the children of an elementary school?" Some, I find, object altogether to a money prize; and if by this is meant a present of pocket-money, I entirely agree that this is the worst kind of prize that can be given. Nine people out of ten wish to make the prize an occasion for putting something instructive into the way of the child, and choose, therefore, the most useful book they can find. I am almost disposed to think that this is a mistake. The book may be read, or it may not; it may suit the child's taste, or it may not; it may be carefully treasured, or it may soon be lost. There is, as it seems to me, one paramount consideration that should guide us in the choice of the prize, and this forms my Sixth Rule:

RULE VI.—The prize should be of a kind to make a lasting impression upon the child.

The kind of prize that I myself prefer is one that is purely honorary; one that never can be diverted to any other use—one that is, and must ever be, a prize, and nothing but a prize;

below it. If emulation mean the latter, it is as unchristian a feeling as can be; if it mean the former, I see nothing unchristian in it; on the contrary, I find it not unfrequently appealed to by our Lord and his Apostles. If any one says, "Could I feel sure that the feeling would take the first form, I should not object: but is there not a risk of its taking the second?" I answer, undoubtedly there is, just as there is a risk of the prize being gained by deceit. But to give up prizes on this account, would be not a whit more reasonable than to abandon punishments because the wrong feeling of anger might possibly be mixed up with the right feeling of shame, or to relinquish any other means of good, because it might possibly be mingled with evil.

Such are my views at present on the subject of school prizes. As I began by saying, I shall feel grateful to any one who will discuss them and sift them, and show me how far they are sound, and how far they are erroneous. They may be briefly summed up in this way:—

The right purpose of school prizes is to stimulate children to more than ordinary exertion; and this chiefly in matters where you could not well expect them, at their age, to understand *the duty* of such exertion. And, further, prizes should be, as far as possible, attached to excellence in specific subjects, and should be of a kind calculated to make a lasting impression.

PRIZE-SCHEMES.

It now remains that I should lay before their Lordships a brief report of the operation of the prize-schemes during the twelve months now ending. I shall refer to them in the order in which the examinations have taken place since the close of my last report.

I. Weaver Navigation Prize-Scheme.

The second annual examination for the prizes given by the Trustees of the Weaver Navigation in Cheshire was conducted by my colleague, the Rev. H. R. Sandford, at Northwich, on the 27th of July 1854.

There was no increase in the number of candidates, only sixteen presenting themselves. In their attainments there appeared to be an advance upon the last year's examination.

Mr. Sandford reported to the Trustees that of the five candidates from the Winsford school, three deserved mention, Peel, Fowles, and Cooper; of the nine from the Castle Northwich school, Sutton was named; and of the two from Weston Point, Henry Starkey appeared to have done the best.

"1st. The local managers of the works were to show as well as take a direct practical interest in the school; and if—

"2nd. Their patronage were administered with special regard to merit as shown in connexion with the school.

"Mr. Butler thinks it would be most desirable that the managers of the three principal departments should be associated with himself (as their *ex officio* chairman) as a committee of school management, that this committee should meet at least monthly (three being a quorum) and be held responsible to the directors for the efficiency of the schools. The master should make a monthly report to this committee on the state of the school. These reports should be entered in a volume to be kept for the purpose, and after each report should be entered the minutes of the committee thereon. The reports should be (after, perhaps, the first) as brief as possible. The collection would form a valuable record for Her Majesty's Inspector at the time of his annual visit.

"The second object would be materially facilitated by the contemplated prize-scheme. By means of this prize-scheme a list of merit would be yearly published, containing the names of school children and of young persons employed in the works who might have shown most industry and good conduct in their several duties, and to this list the managers of the works should be instructed to have recourse as much as possible in filling up the vacancies in the subordinate offices in the works.

"Mr. Butler gave his ready consent to such modifications of the rules of the prize-scheme as I suggested. As they now stand they would admit to competition, under certain conditions, not only children attending the company's schools, but also young persons in the works, with a preference as regards this latter class to such as might have been formerly pupils in the company's schools.

"With the same view of opening a career to the sons of the company's workpeople and so attaching their families to the place, it would seem to be very desirable to provide the means of higher instruction for those who should distinguish themselves in this prize list. This would most properly take the form of a trade school with a specific bearing on the industrial operations of the place.

"The existing classes in connexion with the Mechanic's Institute by no means bear this character. With the exception of one class instructed gratuitously on two nights in the week in *mechanical drawing* and attended by sixteen persons on an average, these classes have no connexion with the trade of the place, some are occupied with the most elementary subjects, reading, writing, and arithmetic, or with music, dancing, &c. I hear also that nearly all the teachers complain of the want of discipline and irregular attendance of their pupils.

"Those with whom I conferred on the subject agreed with me in thinking that the only way of giving an efficient and earnest character to such instruction, would be to appoint a master not only specially trained in such branches of applied science as might have a direct connexion with the works, but also of such general attainment and calibre as would secure to him the respect of the people of the place. He might open a school of evening instruction which should take up the boys at the point where the National school leaves them and specifically prepare them to become the servants of the company in the various departments of their works.

"Geometry, mechanics, machine-drawing, and engineering, would probably form the staple of his teaching.

"He should be given to understand that a competent salary would be guaranteed for the first two years, but afterwards so much only as would not leave him too dependant on his scholars, *e. g.*, 100*l.* for the first two years, and 50*l.* afterwards. It should, however, be from the first explained to him, that it is the Company's wish that the school should become self-supporting. With this view, he should be allowed to form engagements with the neigh-

was the first examination of the kind, the result was very satisfactory.

Of the older boys, two, who did much better than the rest, received 4*l.* each; the other four received 1*l.* each. Of the scholars, one boy received 3*l.*, and four boys received 1*l.* each; two girls received 2*l.* each, and three 1*l.* each. The prizes were given on the following day, by G. H. Lawrence. Esq. and H. Booth, Esq., the heads of the principal departments of the works being present.

III.—North Staffordshire Prize-Scheme.

The second annual examination for the prizes given by the North Staffordshire Association took place at Stoke-upon-Trent on the 20th October 1854.

The following circular had been previously issued:

"Distribution of Prizes.—North Staffordshire Association.

"President—The Right Hon. the Earl Granville.

"The Committee hereby give notice, that there will be a public meeting in the board room of the Stoke railway station, at Two o'clock punctually, on Tuesday, the 24th October, for the award of the prizes offered by the above association. The Right Hon. the Earl Granville in the chair. The attendance of all who are interested in the schools of the neighbourhood, and especially of the parents and friends of the successful candidates, is requested.

"The Examination will be held by Her Majesty's Inspector in the girls' National school-room, Stoke-upon-Trent, at nine o'clock on Friday, the 20th October. Particular attention is requested to the following rules:—

"*For the Quarto Bible.—Candidates to be boys or girls who can produce Certificates:—*

"1. That they have attended for two years, and are still attending, some school or schools approved by the association and under Government inspection. (N.B. In the case of schools recently opened, attendance since the opening will be accepted.)

"2. That they have completed their eleventh year.

"3. That their character and progress in religious instruction are satisfactory.

"N.B. Regular attendance is defined to mean, attendance on 176 days in the twelve months.

"*For the 3l. prize.—Candidates to be boys or girls who can produce Certificates:—*

"1. That they have already gained the preceding prize.

"2. That they have continued to attend, and are still attending, the same school regularly.

"3. That their character and progress in religious knowledge continue to be satisfactory.

"*For the 5l. prize.—Candidates to be boys who can produce Certificates signed by their Minister, and also by some Member of the Association:—*

"1. That they have gained one or both of the preceding prizes.

"2. That they have completed their fifteenth, and have not completed their eighteenth, year.

and Pitchford from Shelton, Mayer from Burslem, and Dunn from Hanley.

It was satisfactory to observe that thirteen boys and seven girls, who had obtained prizes in 1853, re-appeared as candidates in 1854, and maintained their ground most creditably in the examination. Of these, six had left school, but being under fifteen years of age, were excluded from receiving prizes this year by the rules of the association. Next year they will be eligible for the highest prize.

The remaining fourteen, eight boys and six girls, received 3*l.* each; and forty-three, twenty-three boys and twenty girls, received, each, the quarto Bible, value 1*l.*

These prizes were distributed on the 24th of October by the Earl of Harrowby, in the School of Design, Lord Granville being unavoidably absent.

That the prize-scheme is doing much good cannot be doubted. It has inspirited the teachers, interested the parents, and greatly stimulated the children.

The following are extracts from letters which I have received. Their testimony was unsolicited on my part:—

" . . . . . I have already felt most sensibly in our school the decided impetus which the scheme has given to a prolonged continuance at school."

"I think the prize-scheme a very good one—one which will be of incalculable service to our schools, for it will be a means of keeping children at school for a longer period. . . . . The good it will be to the children themselves who stay at school until they are able to get a prize or a succession of prizes, both intellectual and physical, I conceive will be very great. . . . . Children who are older when they begin to work are better able to bear the heat and confinement of the factory."

"I have every proof of the value of the scheme. My superior class has increased, the parents have a high sense of the importance of the boys' work—more respect is paid to myself, there is greater regularity in attendance, the lower classes in the school are stimulated to greater efforts, the parents are more self-denying in order that their children may be kept longer at school. . . . . My superior class this day numbers 43 present, which I attribute in no small degree to the introduction of, and the well working out of, the prize-scheme—an invaluable boon to a working master. . . . . I beg respectfully to bear my humble testimony to the fact that there has not been introduced into my school during the twenty-eight years I have held the situation anything so well calculated to remove the great and universal evil of boys leaving school so early."

But while I express my strong sense of the benefit conferred on the schools of this district by the institution of these prizes, I must repeat the conviction, stated in my report last year, "that nothing short of a legislative extension of the principle of the Factory Act to this district will rescue *the mass* of the children from the miserable condition of ignorance and materialism in which they are now suffered to grow up."

Meantime it is consolatory to hope that *the few* whom we are now beginning—by the help of these prize-schemes—to

A great improvement was effected by adopting the following printed form of certificate, of which a copy was furnished to each candidate to be produced on the day of examination :—

PRIZE EXAMINATION.

No boys or girls will be admitted who fail to bring this paper on the day of examination, having the following certificates carefully filled up and signed by their ministers and teachers.

This is to certify

I. That completed h *eleventh* year on the of 185 .

II. That has attended the school(s) for a period of not less than *two years*, and appears from the school register to have attended at least 176 days during the twelve months now ending.

III. That bears a good character, and has been attentive to religious duties.

N.B.—The responsibility of determining whether a candidate deserve this last certificate or not must rest with the minister and teacher of the school. No qualified certificate can be accepted. It is the earnest wish of those who give these prizes that none should be admitted to the examination who have not shown during the past year at least a marked endeavour to merit the approbation of their ministers and teachers.

Occupation of the candidate's parents,—

Whether has been a candidate in any previous year, and, if so, with what result.

To be signed by the teacher, and countersigned by the minister.

Two hundred and thirty-six candidates—151 boys and 85 girls—were examined by me in the St. James' National school, West Bromwich ; and 71 candidates (47 boys and 24 girls) were examined by my colleague Matthew Arnold, Esq., at Dudley. The former were from the Church schools, the latter from the Nonconformist schools of the district.

They were examined in drawing by Mr. Chittenden, the master of the Wolverhampton School of Art ; and the needlework of the girls was arranged and revised by Miss Evetts, a certificated mistress, unconnected with the neighbourhood.

The following questions were also proposed to them on paper :—

IRON AND COAL MASTERS PRIZES.

Write your name, and the occupation of your father at the head of your paper.

How old were you at your last birthday?

Have you been examined for a prize before?

1. A person whose age is 73 was 27 years old at the birth of his son; what is his son's age?

2. A person bought 1,000 yards of cloth at 5*s.* 3½*d.* per yard, and retailed it at 6*s.* 11*d.* per yard ; what was his profit?

3. What is the value of 1 quarter, 5 bushels, 3 pecks of wheat, at 8*s.* 9*d.* per bushel?

4. A man, working 6½ hours a day, does a piece of work in 9 days ; how many hours a day must he work to finish it in 4½ days?

3. I asked the teachers to state (by way of anecdote or otherwise) any effect of the prize-scheme that they might have noticed during the past year.

EXTRACTS:

Darlaston, St. George's.—"The prize-scheme has certainly exercised a most healthy influence on this school. It has no doubt had a good effect in checking that vagrant habit of running from school to school. . . . . The changes are now chiefly among the little ones. . . . . I believe that all, except —— ————, are anxious to stay to try again next year, and that their parents intend, D. V., they shall do so."

West Bromwich, St. James'.—"I cannot express to you the value our girls and their parents set upon these Bibles.

Wolverhampton, St. Paul's.—"The Iron Masters' prizes have cemented a unity of feeling in my old scholars. . . . . ———— seldom allows a day to pass without paying us a visit, and during the past year has been first and foremost in assisting me in the evenings with the boys who have just competed for prizes. . . . . It pleased me much to see several of my old candidates for Iron and Coal Masters' prizes at Hill Top on the 7th inst. at the distribution. They seemed to take as lively an interest as though they themselves were concerned in it. Since drawing has formed a part of the examination, four of my lads have availed themselves of Mr. Chittenden's instruction at the School of Design. They attend in the evening twice a week, and from their master I learn that they are making good progress. . . . . All the boys who have ever presented themselves as candidates for prizes from this school are now and have been regular attendants at Sunday school. Most of them also attend our young men's improvement class. . . . . The average age of my first class, twenty-four in number, is now twelve years, while before the institution of this valuable scheme it was only 10¾.

Wednesbury, St. Bartholemew's.—"A fact worthy of notice is that all the successful boys in my school this year, have been (with one exception) very regular in attendance, and that all the disappointed boys were very irregular, and deserved to be unsuccessful. I see too that their parents feel it. . . . . Wherever a prize goes it gives satisfaction and silences murmurs, and where they are disappointed it often sets inquiry on foot as to the cause of the failure. They may throw the blame on the master or on themselves."

Wednesbury, St. John's.—"A boy formerly in my school after receiving a money prize left with his father for America. He writes to me very often, but rarely does so without some allusion to the prizes, wanting to know who won them, &c."

Wolverhampton, St. George's.—"It has been the means of keeping six of my best boys at school at least twelve months longer, and it has caused not only them (the prize boys), but also the younger boys to be very much more industrious."

These favourable reports of the working of the scheme seem to justify an attempt to raise the standard of age above the very low point at which it has hitherto been fixed, and with this view I have proposed the following rule:

"No candidate be henceforth eligible to obtain the 3*l.* or 4*l.* prize unless he have already obtained a book or Bible."

The reasons in favour of this rule are the following:

1. The proper purpose of the prize-scheme is to retain children at school until they are at least twelve or thirteen years of age. The fixing of eleven as the minimum age was confessedly a

It also appears that—

Seven are still at school, of whom one stays in consequence of getting the prize, one is a candidate for a pupil-teachership, and three will leave as soon as the prizes are adjudged.

Three are clerks on railway.

Four are gone to work, of whom one is apprenticed to a printer, one is a blacksmith, one a tailor, one a builder.

One has been sent by his uncle to the Dudley grammar school.

The remaining three are girls, of whom—

One has gone to help at home.
One is going to a training school.
One is dead.

EXTRACTS FROM LETTERS.

Dudley, St Thomas'.—"In my school it has certainly been the means of giving many boys two or three years more education than they would have had but for the scheme. . . . . Out of the thirteen boys presented by me for examination, I know that many have been kept regularly at school throughout the year, either to gain a prize, or to add to those already gained. The boys themselves care not how hard they work; home study is their delight, so as to be prepared for the day of trial."

Kingswinford.—"I can answer, on the whole, with satisfaction, your inquiry as to the apparent effects of this prize-scheme on one school. The general influence has *undoubtedly been good*, and greater than I anticipated. The more hopeful among the scholars are kept with us longer than otherwise might be the case. It cannot be expected that the bigger boys of a less promising kind should remain at school for the distant prospect of a prize, when the rate of wages for lads is so high."

Dudley, St John's.—"The prize scheme has had an exceeding good effect upon our schools. The number of pupils has materially increased, and the parents are desirous that their children should remain long enough to be candidates. Moreover the children work much harder, and even those who are not yet candidates, take a most lively interest in the success of those who are."

Amblecote.—"We feel that a great impulse is given both to parents and children by the examination."

From Rowley and Wordsley the answers were more qualified, though generally favourable. From Quarry Bank, Brockmore, Upper and Lower Gornal, I am sorry to say there were no candidates.

VI.—SHROPSHIRE IRON AND COAL MASTERS PRIZE-SCHEME.

In my Special Report for 1853–4, I stated that a sixth prize-scheme had been proposed for the mining district of Shropshire. I have now to report that the scheme has been organized, subscriptions to the amount of 120*l* promised, and an association formed, of which the Earl Granville is the president, and W. Cope, Esq., of Shiffnal, the honorary secretary. The first examination will, it is hoped, take place in May.

The following circular, addressed to the several schools of the district, contains a prospectus of the scheme:—

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Six - - - -	were	15	years of age.
Twenty-six - - -	„	14	„
Thirty-three - -	„	13	„
Thirty-three - -	„	12	„
The remaining *forty-two*	„	11	„

Of the elder ones, eight or ten had left their day-school, but had continued to attend the Sunday school or evening school, according to the requirements of the association.

3. Of the 431 candidates examined in South Staffordshire, I have accurate returns of age and regularity of attendance from 300; from which it appears that,—

(*a*) In the east of Dudley district the average age of the boys was, 12 years 6 months; of the girls, 13 years 6 months. The boys had attended school, on an average, 190 week days during the preceding year, and the girls 171.

(*b*) In the west of Dudley district, the average age of the boys was, 12 years 8 months; and of the girls, 12 years 11 months. Their average attendance had been,—boys, 192 week days; girls, 182.

When one thinks of that group of 572 Staffordshire children, all bearing certificates of good character, many of them honourably mentioned for their attainments, not a few the proprietors of a growing fund in the savings bank; and this too at an age when such an impulse may, under God's blessing, be the means of giving a right direction to their whole after-lives, one cannot but regard them with hope, and count the four or five hundred pounds a small price for the year or two years' additional schooling which has borne so much good fruit.

But to these feelings of satisfaction there is one drawback.

South Staffordshire is a mining district. This is an iron and coal masters' prize-scheme. Those four or five hundred pounds are a trifling fraction of an immense amount of wealth extracted from the earth, and minted at the forge, by the sinews of the collier and the ironworker. The child of the miner and the child of the forgeman, therefore, have the first claim upon this fund. It was for *their* sakes chiefly that it was subscribed. It was to sow in *them* a seed of good, which might in after-life bear the fruit of more sobriety, more thrift, more self-control, than has hitherto characterized their class, that the prize-scheme was established. *These* were the children whom the iron and coal masters wished to see bringing their certificates of two, or three, or four, years' schooling, and carrying away their 3*l.* or their 4*l.* to the savings bank.

Alas, where are they? How many of them were among those bright and hopeful faces that we saw before us last month?

If we ask the teachers they will tell us where these children are. They left our schools long ago; they came and went at six or seven, or eight years old; at seven or eight years old one

coal masters will observe from this table that three fourths of those who were candidates for their prizes belonged to what are called the labouring classes; and that the children of shopkeepers, publicans, clerks, &c. formed a very small proportion of the number. It has been more than once proposed to the iron and coal masters that the competition should be confined to those who are directly or indirectly in their own employment, and they have wisely and liberally decided that it shall continue to be open to all.

But if the question be asked, "Is a prize-scheme of this kind a sufficient means to counteract the special difficulties that hinder the education of a mining population?" the answer must be given unhesitatingly; it is wholly insufficient.

I must, therefore, conclude this report by repeating the same conviction which I have so often expressed before, that nothing short of legislative interference can redress the educational balance of these mining districts. At present the divergence between the employers and the employed is increasing every year. Every year's delay brings us nearer to a crisis.

And when, last month, I traversed the district between Wolverhampton and Bilston, and marked the angry looks and muttered threats of the men that were gathering in knots at every meeting of the roads, it was with a feeling almost akin to bitterness that I thought how all this, and many other deeper evils of which this "strike" was but the symptom, might have been lessened or prevented, if the Legislature had done some few years ago what it must and will do when the case is desperate.

I have the honor to be, &c.

J. P. NORRIS.

The Secretary to the
Committee of Council on Education.

APPENDIX A.

REPORT ON THE PROPOSED SCHOOL OF APPLIED SCIENCE AT STOKE-UPON-TRENT.

GENTLEMEN, 14 March 1855.

HAVING been appointed a Committee on the 3rd of November last year to consider the desirableness of establishing a school of science in the Potteries and to report thereon, we have the honour to inform you that we had an interview with Dr. Lyon Playfair, the Secretary of the Department of Science at Marlborough House, on the 26th of January.

The results of this conference were very favourable to the establishment of such a school at Stoke.

Not only did it appear that the scheme was strictly in harmony with the views and intentions of the Board of Trade, but also that, in carrying it into effect, we might hope for the active co-operation of the Department with which Dr. Lyon Playfair is connected.

10. That the "Association for the Advancement of Education in the Mining and Manufacturing Districts of North Staffordshire," be requested to award a certain number of exhibitions to this school to such boys as may most distinguish themselves each year in their prize examination.

By such a constitution, it will be observed, that while on the one hand a minimum salary is guaranteed, on the other hand it will be impossible for the teacher to increase this salary until he shall have first by his own exertions rendered his school self-supporting.

We have the honor to be, &c.

(Signed) SMITH CHILD.
M. D. HOLLINS.
J. P. NORRIS.

To the Committee of
The North Staffordshire Educational Association.

P.S.—It is with much pleasure that we are able to inform you that thirty persons have already signified their intention of joining the chemistry class on the terms proposed, should the scheme take effect.

APPENDIX B.

SUBSCRIPTIONS to the STAFFORDSHIRE PRIZE FUNDS, 1854.

North Staffordshire.

	£		£
C. B. Adderley, Esq., M.P.	5	Earl of Harrowby	5
Messrs. Alcock and Co.	5	J. E. Heathcote, Esq.	10
Wm. Baker, Esq.	10	Viscount Ingestre, M.P.	5
John Bateman, Esq.	5	T. Kinnersley, Esq.	10
F. Bishop, Esq.	5	R. Minton, Esq.	10
Smith Child, Esq., M.P.	10	Edward Wood, Esq.	5
W. T. Copeland, Esq.	10		
James Edwards, Esq.	5	Total	£110
Earl Granville	10		

South Staffordshire, East of Dudley.

	£		£
J. Bagnall and Sons	10	E. Page and Sons	5
W. Baldwin	5	Parkfield Company	5
Barrows and Hall	10	Patent Axletree Company	5
Joseph Bennitt	5	Plant and Fisher	5
William Bennitt	5	J. and S. Roberts	2
S. H. Blackwell	10	Solly and Brothers	5
Chance and Co.	10	W. and J. S. Sparrow	10
Earl of Dartmouth	5	J. Spencer	5
J. Davies and Son	10	J. and E. Walker	5
W. H. Dawes	5	W. J. Ward	10
Eagle Coal and Iron Company	10	Williamson and Brothers	10
R. Haines and Sons	10		
George Jones	10	Total	£173
John Marshall	1		

South Staffordshire, West of Dudley.

	£		£
G. Bennet and Co.	5	Hall, Holcroft, and Pearsons	10
Blackwell and Co., Russell Hall	10	W. Matthews	5
G. H. Bond	5	Reuben Plant	5
Budd and Co.	5	Richard Smith	10
Cochrane and Co.	5	Lord Ward	20
Corbyn's Hall Company	10	Warden and Williams	5
James Evers, Swindell, and Co.	5	J. Wheeley and Co.	5
W. and G. Firmstone	5	Whitehouse and Jeffries	5
W. O. Foster	20		
B. Gibbons, sen.	5	Total	£145
M. and W. Grazebrook	5		

SUBSCRIPTIONS to the SHROPSHIRE PRIZE FUND, 1855.

	£		£
Beriah Botfield	30	Madeley Court Company	15
Coalbrook Dale Company	30	Madeley Wood Company	15
Lilleshall Company	30		
Ketley Company	15	Total	£135

APPENDIX

TO

MINUTES OF THE COMMITTEE OF COUNCIL ON EDUCATION.

1854-5.

DETAILED STATEMENT of ANNUAL GRANTS conditionally payable, in Year ending 31 October 1855, on account of PUPIL-TEACHERS (with Names of Apprentices, and Month in current Year in which Annual Examination is to be held); also for AUGMENTATION of SALARIES of CERTIFICATED SCHOOLMASTERS AND SCHOOLMISTRESSES; for STIPENDS of ASSISTANT TEACHERS; and for RETIRING PENSIONS.

*** *This Statement has been corrected to show the results of all Examinations reported to the Committee of Council on Education* before the end of December 1854, *but does* not *include any decisions* subsequent to that date. In cases, therefore, where reports are in arrear for more than two months (November and December), the number and standing of the apprentices have had to be stated for the *current* as they were for the *past* year. These cases are marked with an asterisk (*).

ENGLAND.*

Name and Denomination of School.		Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions. £ s. d.	Annual Grants conditionally awarded: In Stipends to Assistant Teachers. £	Annual Grants conditionally awarded: In Stipends to Apprentices, and Gratuities to Teachers instructing them. £ s. d.	Month in which Annual Examination is to be held.	Name of Apprentice, and Year of Apprenticeship. Boys.		Girls.	
BEDFORDSHIRE.									
Ampthill	N.	20 0 0	- -	98 10 0	July	J. Line	5th	H. Marshall	5th
						W. R. Flowers	2nd	E. S. Ramsay	2nd
								A. Farnell	2nd
Ampthill,	B.	16 10 0	- -	35 0 0	April	F. Cato	5th		
Aspley Guise	N.	15 0 0	- -	51 10 0	July	J. Asbee	2nd	M. E. Harris	2nd
								J. Sollom	2nd
Aspley Guise	B.	-	- -	40 0 0	April	H. Chaplin	1st	M. A. Wood	5th
Biggleswade (Girls)	B.	10 0 0	- -	20 0 0	March	- - -	—	L. Benson	3rd
Cranfield,	Par.	16 10 0	- -	25 0 0	Aug.	J. Thorogood	5th		
Dunstable	N.	18 0 0	- -	17 10 0	July	H. Summerfield	2nd		
Dunstable	Wes.	-	- -	31 10 0	June	W. J. Mills	2nd		
						E. Darby	1st		
Hockcliffe	N.	18 0 0	- -	15 0 0	July	- - -	—	E. Mitchell	1st
Luton	N.	16 16 0	- -	40 10 0	Aug.	W. Ward	3rd		
						J. Thompson	2nd		
						J. A. Hill	1st		
Luton	Wes.	-	- -	81 0 0	May	W. Deacon	1st		
						J. F. Mabbott	1st		
						F. Pearson	1st		
						W. Hilton	1st		
						S. Bennett	1st		
						T. Halfhead	1st		
Marston-Mortaine and Lidlington.	N.	32 10 0	- -	37 10 0	July	G. Bettell	3rd	M. A. Duncombe	2nd
Ridgemont	Wes.	16 10 0	- -	- - -	March				
Turvey	N.	15 0 0	- -	- - -	Aug.				
Woburn	B.	21 10 0	- -	- - -	March				
Total		216 0 0	- -	492 0 0					
BERKSHIRE.									
Abingdon	B.	-	- -	105 10 0	April	C. F. Graham	5th		
						T. Mayo	4th		
						J. Steane	4th		
						J. Cook	4th		
						W. Badcock	3rd		
Aldermaston	N.	-	- -	20 0 0	June	H. Williams	3rd		
Ascot Heath	N.	-	- -	17 10 0	„	E. Sherlock	2nd		
Beech Hill	N.	12 0 0	- -	15 0 0	May			E. Goddard	1st
Bray	N.	30 0 0	- -	15 0 0	Jan.			C. Edwards	1st
Brightwell	N.	20 0 0	- -	31 10 0	May	G. F. Reilly	2nd		
						C. E. Eggleton	1st		

* NOTE.—*The letter* N. *denotes that the school is in connexion with the National Society, or with the Church of England*; B., *with British and Foreign School Society*; Wes., *Wesleyan Methodists*; Par., *Parochial*; P.U., *Parochial Union*; R.C., *Roman Catholic Poor-School-Committee*; *and* (S.M.) *denotes that the apprentice is a Stipendiary Monitor.*

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		£ s. d.	£	£ s. d.					
Wolverton, New	B.	21 10 0	- -	- - -	April				
Wycombe, High	B.	- -	- -	67 10 0	Jan.	C. Drewett	3rd		
						T. Sammonds	2nd		
						C. Raffety	2nd		
						A. T. Babb	2nd		
Total		222 0 0	- -	376 0 0					
CAMBRIDGESHIRE.									
Cambridge (Barnwell).	N.	27 10 0	- -	191 10 0	April	L. M. Leader	5th	S. Daffen	4th
						T. Bennett	4th	A. Childerstone	3rd
						T. Odams	3rd	F. Odams	2nd
						T. Blott	2nd	S. Hewitt	2nd
						G. W. Coxall	1st	H. T. Shippey	1st
						R. Shallow	1st		
Cambridge	B.	10 0 0	- -	99 0 0	Feb.	J. Peck	2nd	A. Simpson	3rd
						J. Mynott	2nd	S. Freeman	3rd
								S. Henry	1st
								M. Long	1st
Cambridge, St. Peter's.	N.	15 0 0	- -	44 0 0	April	A. J. Ray	4th		
						A. Read	4th		
Cambridge, King Street.	N.	- -	- -	31 10 0	,,	- -	—	A. B. Shepherd	2nd
								M. A. Bailey	1st
Cambridge, St. Giles'.	N.	- -	- -	44 0 0	,,	- -	—	A. S. Faircloth	4th
								M. A. Rayner	4th
Cambridge, St. Paul's.	N.	27 10 0	- -	204 10 0	,,	G. Tabraham	5th	O. O. Osborne	4th
						H. White	4th	E. Everett	3rd
						W. Male	3rd	M. Tiplady	2nd
						T. Richards	3rd	E. Kirkup	1st
						J. H. Normen	1st	E. Scarr	1st
						T. R. Wright	1st		
						A. S. Southwell	1st		
Chatteris, Dissenting		11 0 0	- -	34 0 0	March	- -	—	J. Mitchem	2nd
								A. L. Mitchem	2nd
Comberton	N.	- -	- -	15 0 0	April	- -	—	E. Skinner	1st
Duxford	N.	15 0 0	- -	36 10 0	March	J. Rickard	3rd		
						E. Nicholls	2nd		
Ely	N.	18 0 0	- -	32 0 0	April	G. Wilson	3rd		
						C. Lockington	2nd		
						G. Wilson	2nd		
Haddenham	B.	15 0 0	- -	20 0 0	Feb.	- -	—	H. Charter	3rd
Isleham	N.	10 0 0	- -	15 0 0	March	- -	—	A. M. Johnson	1st
Linton	N.	15 0 0	- -	61 10 0	April	J. Conder	4th	B. M. Hill	3rd
						W. Hill	3rd		
Littleport	N.	15 0 0	- -	- - -	Feb.				
March	N.	13 0 0	- -	44 10 0	March	- -	—	A. Cleasby	2nd
								E. Ogden	1st
								S. J. Swan	1st
Morden, Guilden	N.	18 0 0	- -	50 0 0	April	W. Hinkins	5th	S. A. Mead	5th
Soham	N.	10 0 0	- -	- - -	Feb.				
Swavesey	N.	26 0 0	- -	20 0 0	April	- -	—	S. Twist	3rd
Thorney Abbey	N.	32 10 0	25	35 0 0	March	F. H. Simms	2nd	S. E. Popple	2nd
Trumpington	N.	15 0 0	- -	- - -	April	- -	—		
Whittlesey	N.	18 0 0	- -	49 0 0	March	T. Winterton	2nd	A. Atkinson	2nd
						C. Ingle	1st		
Wisbeach, St. Peter's	N.	18 0 0	- -	105 10 0	April	H. Pratt	5th		
						T. Arnold	5th		
						F. Russell	4th		
						J. Colman	4th		
						M. Hobson	2nd		
Wisbeach	B.	15 0 0	- -	54 10 0	July	W. Golding	3rd		
						C. Wroot	3rd		
						J. Morris	2nd		
Total		344 10 0	25	1,207 0 0					

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	£ s. d.	£	£ s. d.			
Hoylake - - N.	- - -	- -	31 10 0	July	- - - —	E. Armitage - 2nd H. Croxton - 1st
Hurdsfield, Lower N.	16 10 0	25	20 0 0	Oct.	P. Allen - 3rd	
Hurdsfield, Upper N.	- - -	- -	62 0 0	"	- - - —	M. Swindells - 5th M. Robertshaw 4th A. Ridgway - 2nd
Lawton - - - N.	15 0 0	- -	- - -	June		
Lawton, Church - N.	- - -	- -	64 10 0	May	- - - —	E. Cooper - 5th E. A. Phillips - 5th E. Thomas - 2nd
Liscard - - N.	23 0 0	- -	- - -	July		
Lostock, Graham - N.	15 0 0	- -	20 0 0	June	J. Finlow - 3rd	
Lymm - - - N.	10 0 0	- -	17 10 0	"	- - - —	F. Bailey - 2nd
Macclesfield, Ch. Ch. N.	23 0 0	- -	29 0 0	Dec.	S. Hammond - 1st J. Pendlebury 1st	
Macclesfield, Old Church. N.	30 0 0	25	44 0 0	Nov.	B. Francis - 1st	M. Kinder - 1st M. Harlow - 1st
Macclesfield, St. Paul's. N.	15 0 0	- -	31 10 0	Oct.	J. H. Johnson 2nd G. Mossey - 1st	
Malpas, Endowed - N.	16 10 0	- -	- - -	June		
Marple - - - N.	- - -	- -	34 0 0	Sept.	- - - —	M.A.Torkington 3rd E. Pritchard - 1st
Mossley - - - N.	16 10 0	- -	- - -	Oct.		
Nantwich - - N.	30 10 0	- -	80 10 0	June	J. Maybury - 3rd W. Blythin - 3rd	M. Heath - 4th M. Oakes - 3rd
Nantwich - Wes.	- - -	- -	82 0 0	Oct.	J. Burns - 5th G. Done - 5th J. Lovatt - 2nd	A. Griffiths - 2nd
Northwich, Arley Green. N.	18 0 0	- -	- - -	July		
Northwich - Wes.	18 0 0	- -	25 0 0	Oct.	J. Joynson - 5th	
Oak, The (Styal) - B.	- - -	- -	37 10 0	April	E. Isherwood - 3rd	E. Henshall - 2nd
Over - - - N.	15 0 0	- -	- - -	June		
Over Lane - Wes.	15 0 0	- -	17 10 0	Oct.	J. Mason - 2nd	
Oxton - - - N.	35 0 0	25	29 0 0	July	- - - —	R. Long - 1st S.Whittingham 1st
Poynton - - N.	27 10 0	45	88 10 0	Oct.	G. Darlington 4th W. Broadhurst 3rd	E. A. Clayton - 2nd S. A. Seller - 2nd A. Foster - 1st
Runcorn - - N.	- - -	- -	34 0 0	Dec.	J. Ainsworth - 3rd W. Hallow - 1st	
Runcorn, Trinity - N.	47 0 0	- -	98 0 0	"	W. Moore - 3rd T. Walton - 2nd	J. Kirkham - 5th M. Wrench - 3rd M. J. Carodyce 2nd
Runcorn - - Wes.	- - -	- -	46 10 0	Oct.	S. Leathwood - 2nd J. Broadhurst 1st	E. C. Wilton - 1st
Saltney-cum-Lache N.	16 10 0	- -	- - -	July		
Sandbach - - N.	18 0 0	- -	201 10 0	June	M. Burgess - 5th J. Alcock - 3rd J. Boult - 3rd T. Baskervill - 2nd J. Sparrow - 2nd	M. Brereton - 5th E. A. Chell - 3rd S. Matthews - 3rd J. Skerrat - 2nd L. Elsby - 2nd A. Leese - 2nd
Seacombe - - Wes.	23 0 0					
Siddington and Capesthorne. N.	20 0 0	25	36 10 0	Oct.	A. Greathurst 3rd A. Crompton - 2nd	
Staley, St. Paul's - N.	- - -	- -	96 10 0	"	W. Whittaker 3rd M. Brooks - 2nd S. B. Wood - 1st	J. Jameson - 2nd M. Waterhouse 2nd A. Crummack 1st
Stockport - - B.	25 0 0	- -	129 0 0	"	J. Beeston - 5th W. Cooper - 4th J. Hemshaw - 4th J. Birkett - 4th J. Cain - 2nd W. Johnson - 1st T. Dixon - 1st	
Stockport - - R.C.	27 0 0	- -	96 0 0	Dec.	A. J. Marsden 5th S. Holland - 3rd T. Wood - - 1st	E. Rider - 3rd M.C.M'Clernon 3rd

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	£ s. d.	£	£ s. d.			
Just, Saint, in Penwith. N.	- -	- -	44 0 0	Aug.	W. S. Tregear - 4th E. Goninan - 4th	
Launceston - - N.	- -	- -	70 10 0	May	J. Y. Atkins - 5th W. R. Locke - 1st	E. Trist - - 2nd E. Clark - - 1st
Liskeard (Boys) - B.	15 0 0	- -	57 0 0	June	T. P. Hicks - 4th J. T. Snell - 3rd C. E. Moore - 2nd	
Liskeard (Infants) B.	- -	- -	39 0 0	„	- - - —	C. M. Savery - 4th E. Firks - - 2nd
Marazion (Sir C. Coles') N.	25 0 0	- -	25 0 0	July	W. Jenkin - 5th	
Menheniot - - N.	- -	- -	15 0 0	Aug.	- - - —	H. Tyacke - 1st
Mousehole - - Wes.	- -	- -	34 0 0	June	J. B. Blewett - 2nd R. Harry - 2nd	
Mylor Bridge - N.	12 0 0	- -	56 10 0	Aug.	J. Davy - 2nd J. T. Carlyon - 2nd	E. Curtis - 4th
Penryn - - - N.	- -	- -	41 10 0	„	J. Cuttance - 5th J. Goyen - 2nd	
Penryn - - Wes.	- -	- -	85 10 0	June	W. J. R. Vivian 5th H. Young - 5th	L. A. Tregellas 3rd M. McDonald 2nd
Penzance - - Wes.	16 10 0	- -	98 10 0	„	J. Fance - 5th H. J. Thomas - 3rd C. Fox - - 2nd G. H. Francis - 1st A. Hosking - 1st R. Thomas - 1st	
Redruth - - N.	16 10 0	- -	77 10 0	Aug.	J. Richards - 5th W. Rodda - 4th E. W. Harry - 2nd C. Everson - 2nd	
Scilly Isles, St. Mary's. N.	- -	- -	54 0 0	July	H. Hicks - 5th W. C. Bastian 1st	A. Ellis - - 1st
Stoke Climsland - N.	- -	- -	66 10 0	„	H. M. Pearce - 2nd W. Ellacott - 2nd	L. Trix - 2nd A. Serle - - 1st
Stratton - - N.	- -	- -	46 10 0	June	J. Ashton - 5th W. V. Lyle - 4th	
Tresco (Scilly) - N.	15 0 0	- -	29 0 0	July	S. Ellis - - 1st W. Purder - 1st	
Trevenson - - N.	18 0 0	- -	77 10 0	Aug.	W. F. Mill - 5th R. Kitto - 4th J. Nancarrow - 2nd E. Mitchell - 2nd	
Trevenson Pool - N.	16 0 0	- -	75 0 0	„	- - - —	E. J. Oke - 4th E. H. Phillips 3rd A. Langdon - 3rd A. Michell - 2nd
Truro - - - B.	15 0 0	- -	204 10 0	June	W. Gooby - 3rd J. C. Burnett - 3rd W. Luke - 3rd J. Reynolds - 2nd J. Golley - 1st	E. Ellicott - 5th L. Crewes - 5th E. Morcomb - 3rd M. Penrose - 3rd M. J. Vincent - 2nd E. J. Davy - 2nd
Truro (Cornwall Central). N.	47 10 0	- -	111 10 0	Aug.	R. Greenwood 3rd P. Rosewarne - 3rd J. Vercoe - 2nd	E. A. Hendy - 3rd J. A. Werry - 3rd C. Mogridge - 3rd
Truro, St. Mary's - N.	- -	- -	69 10 0	„	W. Daddo - 5th J. R. Sargent - 5th J. Brown - 4th	
Tywardreth - N.	20 0 0	- -	15 0 0	„	R. Arscott - 1st	
Total - -	517 10 0	25	2,163 0 0			

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	£ s. d.	£	£ s. d.					
Chapel-en-le-Frith N.	13 0 0	- -	33 10 0	July	J. Mellor -	2nd	S. Fox - -	1st
Charlesworth - N.	10 0 0	- -	17 10 0	Sept.	- - -	—	S. Rowbottom	2nd
Charlesworth - B.	- -	- -	39 0 0	April	G. Cooper -	3rd		
					E. Sidebottom	3rd		
Chesterfield, Victoria Street. N.	14 0 0	- -	23 0 0	July	- - -	—	S. Chadwick -	5th
Derby - - - B.	33 0 0	- -	84 0 0	Nov.	H. Potts -	2nd	A. Standley -	5th
							E. Harrison -	2nd
							C. Hall - -	5th
Derby, All Saints' N.	21 10 0	- -	57 10 0	Aug.	T. Drennan -	2nd	S. Maskery -	3rd
							E. Goode -	3rd
Derby, Ch. Ch. - N.	16 10 0	- -	40 0 0	Sept.	E. Martin -	2nd	M. Mason -	4th
Derby, Curzon St. N.	30 10 0	25	124 10 0	Aug.	J. Mitchell -	4th	E. Bowmer -	3rd
					H. W. Walpole	4th	S. Wibberley -	3rd
					F. Hough -	2nd	M. Harrison -	1st
					A. Sladen -	1st		
Derby Training. Diocesan	18 0 0	- -	- - -	Dec.				
Derby Practising, ditto	13 0 0	- -	13 0 0	Oct.	- - -	—	A. Dawes -	1st
Derby, St. Alkmund's. N.	26 10 0	- -	76 0 0	Aug.	T. Potter -	2nd	S. Whitehead -	2nd
					F. Brown -	1st	A. Poole -	1st
							S. Hackett -	1st
Derby, St. Joseph's. R.C.	- -	- -	44 0 0	March	- - -	—	S. Riley -	4th
							K. Gilston -	4th
Derby, St. Mary's R.C.	21 10 0	- -	20 0 0	Sept.	J. Doyle -	3rd		
Derby, St. Michael's. N.	11 0 0	- -	17 10 0	Aug.	- - -	—	M.A. Keeling	2nd
Derby, Trinity - N.	18 0 0	50	261 10 0	„	A. Hansom -	5th	M. Healey -	4th
					C. H. Cooper -	2nd	S. A Boot -	4th
					H. Crofts -	2nd	L. Taylor -	3rd
					I. Wildbore -	2nd	E. Grundy -	3rd
							F. H. Neville -	2nd
							E. M. Bolton -	2nd
							J. Platts -	1st
							M. Warrington	1st
							E. Wilcockson	1st
							M. A. Crofts -	1st
							E. Marsh -	1st
							S. A. Smithard	1st
Duffield - Endowed	20 0 0	- -	- - -	July				
Eaton, Little - N.	- -	- -	35 0 0	Aug.	W. Chambers	2nd	A. M. Cocker -	2nd
Edensor - - Par.	16 0 0	- -	20 0 0	„	- - -	—	F. Turnbull -	3rd
Hadfield - - Wes.	15 0 0	- -	- -	Nov.				
Hathersage - - Wes.	18 0 0	- -	- -	Dec.				
Hazlewood - - R.C.	-	- -	22 10 0	March	- - -	—	M. Banks -	4th
Heanor - - N.	-	- -	31 10 0	Oct.	- - -	—	M. Calladine -	2nd
							E. Fletcher -	1st
Ilkeston - - N.	34 10 0	- -	75 10 0	Aug.	J. Orchard -	4th	E. Longdon -	4th
					R. Robinson -	2nd	H. Moss - -	1st
Ilkeston - - B.	- -	- -	40 10 0	Dec.	I. Mitchell -	3rd		
					J. S. Revell -	2nd		
					W. Tomlinson	1st		
Ironville - - N.	41 0 0	- -	88 0 0	Aug.	C. E. Roach -	3rd	S. Lloyd -	2nd
					W. Wagstaff -	2nd	A. Gregory -	2nd
							E. Storer -	2nd
Longford - - Par.	16 10 0	- -	- - -	July.				
Measham - - N.	18 0 0	- -	29 0 0	May	H. Priestland	1st		
					J. Wainwright	1st		
Melbourne - - N.	16 10 0	- -	36 10 0	Aug.	J. Dickinson -	3rd		
					J. Smith -	2nd		
Milford - - - B.	13 0 0	25	134 0 0	Dec.	B. Cooper -	5th	M. Poundall -	5th
					D. Aldread -	5th	E. Hobson -	5th
					C. Rodgers -	3rd	A. Collinson -	3rd
New Mills - Wes.	13 0 0	- -	13 0 0	April	J. Stafford -	1st		
Normanton - - N.	10 0 0	- -	- - -	Aug.				
Ockbrooke - - N.	-	- -	20 0 0	„	G. Plowright -	3rd		
Osmaston - - N.	15 0 0	- -	49 0 0	July	T. Cook -	5th		
					H. Brown -	5th		

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	£ s. d.	£	£ s. d.			
Exeter, Episcopal Charity.	35 10 0	- -	106 10 0	March	W. Ashford - 5th J. Badcock - 2nd J. S. Hammett 1st J. J. Ireland - 1st	R. J. Weeks - 5th A. Payne - 1st
Exeter, Mint Lane Wes.	32 0 0	25	63 0 0	Dec.	R. Hall - 2nd T. Dellridge - 1st	M. R. Barber - 2nd E. Smith - 1st
Exeter, St. James' N.	16 10 0	- -	70 10 0	March	J. James - 4th A. Simons - 3rd	E. Morgan - 1st M. A. James - 1st
Exeter, St. Sidwell's N.	25 0 0	- -	39 0 0	April	S. Edwards - 3rd R. Chase - 3rd	
Exeter, St. Thomas' P.U.	- -	- -	27 10 0	Aug.	W. Cox - 4th	E. Maunder - 4th
Exmouth - - N	- -	- -	36 10 0	March	G. Blackmore - 3rd H. C. Tarn - 2nd	
Halburton - - N.	- -	- -	56 10 0	April	D. Cruwys - 3rd	S. L. Cann - 3rd A. Martin - 2nd
Holsworthy - - Wes.	15 0 0	- -	15 0 0	Nov.	G. Brimacombe 1st	
Horrabridge, Secular	15 0 0	- -	- -	,,		
Ilfracombe - - N.	12 0 0	- -	37 10 0	May	S. Westren - 2nd	J. Irvin - 3rd E. Eastcott - 1st
Kelley - - - N.	- -	- -	15 0 0	,,	- - - —	
Kingsbridge and Dodbrooke. N.	15 0 0	- -	44 0 0	April	C. Davis - 5th A. Miller - 3rd	
Kingsbridge and Dodbrooke. B.	26 10 0	- -	83 0 0	Dec.	S. Wills - 3rd C. H. Damerell 3rd	J. Taylor - 4th J. Rundle - 4th
Kingsteignton - N.	- -	- -	37 10 0	April	W. Wyatt - 4th H. D. Rickard 4th	H. E. Nosworthy 1st
Milton Abbott (Free). N.	20 0 0	- -	39 0 0	,,	J. Knight - 2nd	
Milton Abbott (Girls). N.	- -	- -	15 0 0	,,	- - - —	M. G. Spry - 1st
Molton, South' - N.	23 0 0	- -	40 0 0	June	B. S. Chapple - 2nd	M. Selley 4th
Molton, South - Wes.	18 0 0	- -	20 0 0	Dec.	W. C. Harris - 3rd	
Molton, South (Infants)	- -	- -	15 0 0	,,	- - - —	S. Thomas - 1st
Northam - - N.	- -	- -	51 10 0	June	- - - —	E. Harris - 4th E. Saunders 3rd
Okehampton - N.	20 0 0	- -	20 0 0	,,	J. Fry - 3rd	
Paignton - - N.	- -	- -	20 0 0	May	- - - —	A. S. Cole - 1st E. Cookesley - 1st
Plymouth, Charles N.	47 0 0	- -	284 10 0	April	J. Roberts - 5th E. Hamlyn - 3rd S. Crocker - 3rd E. Waterfield - 2nd J. G. W. Chappell. 1st S. H. Watts - 1st	E. Beale - 5th M. J. Bassett - 5th L. Pillar - 5th M. Binus - 4th C. M. C. Cholwick. 2nd E. Lethbridge 1st M. Davey - 2nd M. J. Jones - 2nd M. J. Gribble - 1st L. P. Beale - 1st
Plymouth, Ch. Ch. N.	- -	-	20 0 0	March	- - - —	E. Backalake - 1st K. Beale - 1st
Plymouth, Grey - N.	18 0 0	- -	- - -	April		
Plymouth, Public - B.	- -	- -	280 0 0	Dec.	W. Legassick - 3rd J. F. Stephens 3rd R. Hooper - 3rd E. Chandler - 2nd N. Revell - 2nd J. Cove - 2nd W. H. Hopper 2nd J. Culbert - 2nd P. R. Crowhurst 2nd W. J. Gendle - 2nd R. S. Butchers 2nd G. J. Firks - 1st T. Scamp - 1st	J. Prolbert - 2nd E. Stroud - 2nd A. Bradford - 1st S. M. Dever - 1st E. Barnes - 1st
Plymouth, St. Andrew's. N.	18 0 0	- -	32 10 0	April	J. Blight - 1st	A. S. Andrews 2nd
Plymouth, Trinity. N	20 0 0	- -	36 10 0	,,	J. Rendle - 3rd J. Cholwick - 2nd	

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		£	s.	d.	£		£	s.	d.				
Corfe Castle	N.	10	0	0	-	-	36	10	0	Sept.	- - -	—	E. Hardy	3rd
													S. Keates	2nd
Corfe Castle	B.	-		-	-	-	34	0	0	May	- - -	—	M. E. Tucker	2nd
													M. J. Kilcott	2nd
Cranborne and Verwood.	N.	-		-	-	-	52	0	0	Sept.	- - -	—	E. Bailey	3rd
													E. Brewer	3rd
													E. Oxford	1st
Dorchester	N.	16	10	0	-	-	129	0	0	Oct.	R. J. Dennis	5th	E. Baker	5th
											C. J. Major	4th	E. Old	4th
													M. Harris	3rd
													M. J. Stoodley	3rd
Gillingham	N.	14	0	0	-	-	17	10	0	Nov.	- - -	—	L. Fry	2nd
Kingstone	N.	15	0	0	-	-	20	0	0	Sept.	E. Roe	3rd		
Lyme Regis	N.	15	0	0	-	-	39	0	0	,,	C. Hoare	5th		
											J. Cross	1st		
Lyme Regis	B.	-		-	-	-	74	0	0	Nov.	C. H. Berry	5th	C. J. Blake	5th
											W. Moore	5th	J. Badcock (*Honorary*).	1st
Maiden Newton and Frome Vauchurch.	N.	20	0	0	-	-	39	0	0	Oct.	J. Lodge	3rd		
											H. Curtis	3rd		
Osmington	N.	11	0	0	-	-	20	0	0	Sept.	- - -	—	H. Paul	3rd
Piddletrenthide	N.	-		-	-	-	17	10	0	Oct.	J. Payne	2nd		
Powerstock	N.	-		-	-	-	17	10	0	,,	T. Pitcher	2nd		
Preston	N.	12	0	0	-	-	17	10	0	Sept.	- - -	—	C. A. Keynes	2nd
Rampisham	N.	-		-	-	-	17	10	0	,,	- - -	—	M. A. Hallett	2nd
Shaftesbury	N.	12	0	0	-	-	85	10	0	Nov.	W. J. Mullett	5th	S. Dowland	5th
											C. King	1st	E. Targett	4th
Sherborne (Boys)	N.	-		-	-	-	47	0	0	Feb.	F. Foote	3rd		
											C. Minific	1st		
											W. P. Dawe	1st		
Sherborne, Newland (Infants).	N.	-		-	-	-	34	0	0	,,	- - -	—	E. Pope	2nd
													M. Chant	2nd
Sherborne, Long Street.	B.	-		-	-	-	44	0	0	Dec.	E. Stevens	4th		
											A. Noake	4th		
Stalbridge	N.	10	0	0	-	-	51	10	0	Sept.	W. West	1st	E. A. Harris	3rd
													M. A. Daw	2nd
Stower, East	N.	10	0	0	-	-	17	10	0	Nov.	- - -	—	L. Doggerell	2nd
Stower Provost and Todbere.	N.	-		-	-	-	15	0	0	,,	J. Barnes	1st		
Sutton Waldren	N.	20	0	0										
Wareham	N.	20	0	0	-	-	72	10	0	Sept.	E. Card	4th		
											T. Dugdale	3rd		
											R. Hutchings	2nd		
											W. Harris	2nd		
Weymouth	N.	12	0	0	-	-	72	10	0	,,	H. Pearce	4th		
											T. Bee	3rd		
											S. C. Christopher.	2nd		
											J. M. Goodchild	2nd		
Weymouth	B.	-		-	-	-	31	10	0	June	J. W. Wilton	2nd		
											B. Herridge	1st		
Weymouth, Trinity.	N.	28	10	0	-	-	89	0	0	Sept.	T. Bale	3rd	S. J. Beale	1st
											W. Fassridge	1st	S. Talbot	1st
											H. Gibbs	1st	E. Bishop	1st
Whitchurch Canonicorum.	N.	18	0	0	-	-	15	0	0	Jan.	T. G. Sampson	1st		
Wimborne Minster.	N.	25	0	0	-	-	106	10	0	Sept.	H. Blanchard	5th	S. S. Lovelace	3rd
											J. Pitt	2nd	M. A. Osborne	3rd
											H. Norris	1st	A. Dowding	1st
Total		369	10	0	-	-	1,532	0	0					

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on Carew - N.	27 0 0	- -	42 10 0	April	J. Lithgo -	5th	C.J.Woodward	2nd
h Shields (Jarrow emicalCompany's).	46 10 0	- -	95 10 0	May	- - -	—	J. Burrell -	5th
							E. Moffatt -	5th
							J. H. Selkirk -	5th
							E. France -	4th
h Shields, Old N. arity.	18 0 0	- -	17 10 0	March	W. Thorburn -	2nd		
h Shields, St. hn's, Sessional.	37 0 0	20	31 10 0	May	J. G. Guest -	2nd		
					J. Imrie -	1st		
h Shields, St. N. ephen's.	20 0 0	- -	62 0 0	April	J. Turnbull -	2nd	M. A. Hogg -	2nd
					W. Oley -	1st		
					J. Pattison -	1st		
h Shields, N. inity.	31 0 0	- -	106 0 0	March	J. W. Lee -	5th	S. J. Brumby -	4th
					R. Hutchinson	3rd	A. Dodds -	4th
					J. Smithwhite	3rd		
h Shields, B. nion).	29 10 0	- -	134 10 0	June	J. Raeburn -	5th	I. Philipson -	4th
					J. R. Bell -	4th	S. J. Hudson -	3rd
					G. J. Musgrave	3rd	I. Scott -	2nd
					A. Scott - -	1st		
cliffe - - l'ar.	16 10 0	- -	17 10 0	March	W. Spark -	2nd		
a Church - N.	16 10 0	- -	59 10 0	April	M. Hammond	4th		
					W. Wilkinson	3rd		
					J. Richardson	3rd		
hwick - - N.	15 0 0	- -	- - -	,,				
nymoor - N.	20 0 0	- -	- - -	,,				
drop - - N.	15 0 0	- -	15 0 0	,,	W. Gartlewaite	1st		
ton - - N.	- -	- -	15 0 0	March	J. Necsom -	1st		
ton, Great - N.	16 10 0	- -	- - -	,,				
- - - R.C.	18 0 0	- -	15 0 0	Aug.	- - -	—	E. A. Daglish -	1st
a,St.Cuthbert's N.	29 10 0	20	52 0 0	March	T. Smith -	3rd		
					R. Liddell -	3rd		
					J. Black -	1st		
kton-on-Tees, N. . Thomas'.	15 0 0	- -	25 0 0	April	W. Kelsey -	5th		
kton-on-Tees, N. inity.	31 0 0	- -	85 0 0	March	C. Allan - -	1st	S. A. Higginbottam.	5th
							E. Read -	2nd
							E. Luck -	2nd
							H. Watson -	1st
tton-on-Tees - B.	15 0 0	- -	64 10 0	June	J. Stonehouse	2nd	A. Cooper -	2nd
					J. Blackburn -	2nd		
					C. Trotter -	1st		
erland, Gray N.	32 0 0	- -	92 0 0	April	J. Plews -	5th	M. Armour -	4th
					W. C. Good -	5th		
					W. Brockbanks	4th		
erland, Ni- Wes. lson Street.	23 0 0	- -	- - -	June				
erland, St. R.C. ry's.	23 0 0	- -	91 10 0	March	G. Johnson -	2nd	D. Heron -	2nd
					J. Kearney -	2nd	M. Ivoary -	1st
					P. Harrington	1st	A. Norton -	1st
erland, Trin- Wes. y Street.	21 10 0	- -	- - -	June				
erland Whit- Wes. n Street.	16 10 0	- -	- - -	,,				
Law - - N.	15 0 0	- -	34 0 0	March	J. A. Martindale.	2nd		
					T. B. Martindale.	2nd		
elton - - N.	18 0 0	- -	- - -	April				
ingham - - N.	27 0 0	- -	82 0 0	,,	R. Stokoe -	2nd	E. Chapman -	4th
							F. Rutter -	4th
							A. Jackson -	4th
Total - -	1089 0 0	65	2,143 0 0					

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Saffron Walden - B. (Boys).	16 10 0	- -	59 10 0	May	W. Wisson -	5th		
					H. M. Brooks	3rd		
					T. Glover -	2nd		
Saffron Walden B. (Girls).	11 0 0	- -	57 0 0	"	- - -	—	C. Robinson -	3rd
							E. I. Dare -	3rd
							C. Smith -	3rd
Waltham Abbey - N.	15 0 0	- -	- - -	June				
Waltham, Great - N.	- -	- -	15 0 0	May	H. Holmes -	1st		
Walthamstow - N.	12 0 0	- -	65 10 0	June	T. H. Horn -	2nd	F. Southgate -	2nd
					R. Cossar -	1st	E. Kelsey -	2nd
Witham - - N.	41 0 0	- -	30 0 0	"	W. Gaywood -	1st	A. Chalk -	1st
Witham Academy -	16 10 0							
Wivenhoe N.	18 0 0	- -	88 0 0	"	G. Whymark -	4th	M. A. Hazell -	5th
					I. Harris -	2nd	S. Harvey -	5th
Total - -	553 0 0	- -	1,614 10 0					
GLOUCESTERSHIRE.								
Almondsbury - N.	16 10 0	- -	29 0 0	April	C. Reynolds -	1st		
					J. Williams -	1st		
Alstone, Ch. Ch. N. (Infants).	- -	- -	49 0 0	Feb.	- - -	—	E. Devereaux	5th
							E. Nolan -	5th
Avening - - N.	- -	- -	15 0 0	"	J. Cox - -	1st		
Brimscombe - - N.	- -	- -	15 0 0	April	- - -	—	A. Close -	1st
Bristol, Benevolent Society of St. James' and St. Paul's.	14 0 0	20	96 10 0	"	A. G. James -	3rd	M. A. Lane -	2nd
					S. P. Howell -	3rd	L. Thomas -	1st
					J. Fryer -	1st	J. Sutton -	1st
Bristol, Brandon Hill, St. George's. N.	15 0 0	- -	40 0 0	"	C. Bryant -	3rd	M. Forse -	3rd
Bristol, Deighton Street. R.C.	- -	- -	29 0 0	May	- - -	—	M. Regan -	1st
							M. Malany -	1st
Bristol (Hannah More's). N.	34 0 0	- -	194 10 0	April	A. Harvey -	5th	M. E. Cuckow	3rd
					L. E. Carey -	3rd	H. Amery -	2nd
					E. H. Noyo -	3rd	R. J. Carey -	1st
					F. Northam -	3rd	E. Vine -	2nd
					G. Tidcombe -	2nd	K. Roach -	2nd
					E. H. Noyo -	2nd		
Bristol, Lewin's Mead. B.	63 10 0	- -	174 0 0	March	C. Naish -	4th	J. Winniatt -	5th
					G. Derrick -	2nd	E. J. Cooke -	2nd
					W. Boaden -	1st	E. E. Newcombe	2nd
							C. Davis -	4th
							C. Hardwidge	2nd
							E. J. Harris -	1st
							S. A. H. Murray	1st
Bristol, Educational and Industrial, Pennywell Road.	15 0 0	- -	- - -	April				
Bristol, Red Cross B. Street.	32 0 0	- -	225 0 0	March	S. Mann -	4th	E. Flower -	5th
					T. Rider -	3rd	E. Hardidge -	5th
					E. W. Whereat	3rd	M. McGowan -	2nd
					H. Barratt -	3rd	M. J. Horwood	1st
					H. C. Perry -	2nd		
					R. Sampson -	2nd		
					E. W. Lewis -	1st		
					G. Houlson -	1st		
					A. P. Monks -	1st		
Bristol, St. Augustine's. N.	16 10 0	- -	20 0 0	April	J. Reed - -	3rd	M. Boundy (*Honorary*).	1st
							E. Hill (*Honorary*).	1st
Bristol, St. James' Back, Ragged.	- -	- -	35 0 0	March	M. Appleby -	2nd	E. Parker -	2nd
Bristol, St. Joseph's. R.C.	- -	- -	59 10 0	May	W. Donovan -	4th		
					W. Glasson -	3rd		
					M. Fitzgerald	3rd		

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		£ s. d.	£	£ s. d.			
Dean Forest, Trinity.	N.	15 0 0	- -	39 0 0	March	J. H. Richmond 3rd C. A. Blackwell 3rd	
Dumbleton, Industrial.	N.	18 0 0	- -	- - -	Feb.		
Durdham Down, St. John's.	N.	29 0 0	- -	29 0 0	April	- - - —	M. A. Masters 1s M. A. Evens - 1s
Dursley - -	N.	31 0 0	- -	40 0 0	March	C. Smith - 1st	M. Webley - 5t
Fairford, Endowed	N.	12 0 0	- -	59 0 0	"	M. Colchester 4th J. Wilks - 2nd	B. Klamborowski. 3r
Frampton Cotterill	B.	- -	- -	30 0 0	April	J. Simmonds - 3rd J. Lewis - 3rd	
Gloucester - -	N.	16 10 0	25	54 10 0	Feb.	H. G. Meek - 3rd J. Lewis - 3rd	
Gloucester, Bristol, and Oxford Diocesan Training.		16 0 0	- -	- - -	Jan.	S. Smith - 2nd	
Gloucester, Bristol, and Oxford Diocesan Practising.		30 0 0	- -	- - -	April		
Gloucester - -	B.	20 0 0	- -	- - -	"		
Gloucester, St. James'.	N.	15 0 0	- -	113 10 0	Feb.	E. W. Berry - 3rd J. Allen - 3rd	M. E. Perley - 2n L. Evans - 3r E. Sumner - 3r S. Merriman - 3r
Gloucester, St. Michael's.	N.	- -	- -	51 10 0	"	- - - —	H. King - 2n E. Ireland - 2n E. Sparrow - 2n
Hanham - -	N.	15 0 0	- -	37 0 0	March	A. Wade - 4th E. Stibbs - 4th T. R. Wade - 1st	
Hawkesbury - -	N.	16 10 0	- -	20 0 0	April	E. Boulton - 3rd	
Kenneton - -	N.	- -	- -	15 0 0	"	C. Humphries 1st	
Kingsdown, St. Matthew's.	N.	13 0 0	- -	37 10 0	"	- - - —	C. Crabbe - 2n M. Robertson - 3r
Kingsholme, St. Mark's.	N.	- -	- -	29 0 0	"	- - - —	H. Robinson - 1s A. Packer - 1s
Kingswood - -	Wes.	13 0 0	- -	29 0 0	March	F. A. Tanner - 1st J. Rossiter - 1st	
Minchinhampton (Par).	N.	11 0 0	- -	36 10 0	Jan.	- - - —	C. Parker - 3r E. B. Pearse - 2n
Moreton-in-the Marsh.	B.	- -	- -	30 0 0	April	W. Hodgetts - 1st	E. Baker - 1s
Oddington - -	N.	18 0 0	- -	15 0 0	June	- - - —	J. Arthur - 1s
Oldland (Bitton) -	N.	- -	- -	29 0 0	March	R. Short - 1st W. Perrott - 1st	
Painswick - -	N.	18 0 0	25	- - -	Jan.		
Pauntley - -	N.	23 0 0	- -	39 0 0	June	G. Customs - 3rd J. Howell - 3rd	
Quedgeley - -	N.	12 0 0	- -	- - -	April		
Shipton Moyne -	N.	16 10 0	- -	- - -	Jan.		
Sodbury, Chipping	N.	- -	- -	15 0 0	April	C. England - 1st	
Stapleton (Dr. Bell's).	N.	16 10 0	- -	- - -	March		
Stow-on-the-Wold	N.	- -	- -	39 0 0	Jan.	G. F. T. Tilsley 4th H. Clarke - 2nd	
Stroud - - -	N.	16 10 0	- -	22 10 0	"	- - - —	M. A. Rose - 4t
Stroud - - -	B.	13 0 0	- -	- - -	April		
Stroud - -	P.U.	- -	- -	10 0 0	Aug.	E. Antill - 1st	
Tetbury - -	N.	- -	- -	127 0 0	Feb.	J. Smith - 3rd W. Cox - 3rd J. Bond - 2nd J. Wall - 1st E. Read - 1st	E. Mann - 1 E. Lang - 1 E. Cave - 2
Tewkesbury - -	N.	32 0 0	- -	46 10 0	March	C. Cox - 2nd W. Hemming - 1st	M. Wood - 1
Tewkesbury - -	B.	16 10 0	- -	25 0 0	April	S. Davis - 5th	
Tewkesbury, Trinity (Infants).	N.	16 10 0	- -	- - -	"		

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	£ s. d.	£	£ s. d.					
Farringdon (near Alton). - N.	- - -	- -	46 10 0	Sept.	- - -	—	F. Hedges -	5th
							F. Grover -	4th
Fordingbridge - N.	10 0 0	- -	66 10 0	„	J. Blackford -	4th	E. Nicklin -	4th
					C. Tanner -	4th		
Fordingbridge - B.	- -	- -	42 0 0	May	G. T. Rawkins	1st		
					W. H. Rawkins	1st		
					S. Eastman -	1st		
Gosport, St. Matthew's. N.	27 0 0	- -	40 0 0	Aug.	C. Carter -	2nd	E. Longland -	2nd
							H. Horne -	1st
Havant and Bedhampton. N.	16 10 0	- -	17 10 0	„	H. Brumham -	2nd		
Hyde, St. Bartholomew's. N.	20 0 0	- -	20 0 0	Oct.	H. Cole -	3rd		
Isle of Wight - P.U.	- -	- -	12 10 0	„	G. Sharpe -	3rd		
King's Somborne - N.	33 10 0	- -	121 10 0	Sept.	H. W. Smith -	5th	E. Gruncell -	5th
					L. Godwin -	4th	H. Smith -	3rd
							S. Ford -	2nd
							H. Goddard -	2nd
Kingsworthy - N.	- -	- -	22 10 0	„	H. Saville -	4th		
Landport, All Saints' N.	13 0 0	- -	- - -	April				
Lymington - - N.	20 0 0	- -	44 10 0	Aug.	J. St. John -	2nd		
					F. Jenvey -	1st		
					W. Cox -	1st		
Lyndhurst - - N.	28 0 0	- -	25 0 0	Oct.	- - -	—	E. Bennett -	5th
Meon, West - - N.	15 0 0	- -	56 10 0	„	A. Hammond -	3rd	E. Griffin -	3rd
							E. E. Hale -	2nd
Mitcheldever - N.	21 10 0							
Nether Wallop - N.	- -	- -	17 10 0	Sept.	- - -	—	F. Barnes -	2nd
Newport (Isle of Wight). N.	31 10 0	- -	83 10 0	July	J. Dolman -	1st	E. Broomfield	2nd
					H. Woodford -	1st	M. Fry - -	5th
					A. Redston -	1st		
Newtown - - N.	- -	- -	15 0 0	Oct.	G. H. Banting	1st		
Oakfield, St. John's N.	- -	- -	39 0 0	Aug.	E. W. Caws -	4th		
					W. A. Young -	2nd		
Odiham - - N.	- -	- -	70 10 0	March	G. Barton -	4th	H. Cooper -	1st
					H. Mott -	3rd	S. Annalls -	1st
Petersfield - - N.	32 0 0	- -	96 0 0	Sept.	G. Welsh -	4th	E. White -	5th
					H. Hoar -	3rd	E. Isaac -	2nd
							M. A. Dennis -	1st
Petersfield - - B.	- -	- -	29 0 0	May.	- - -	—	S. J. Outridge	1st
							H. Cole -	1st
Portsea, All Saints' N.	38 0 0	- -	155 10 0	Aug.	J. W. Newnham	5th	E. A. Buckland	4th
					J. Mallon -	4th	M. Simpson -	1st
					G. E. Smith -	3rd	H. Wolferstan	1st
					H. Lambert -	2nd		
					C. Hunt -	1st		
					W. Alexander	1st		
Portsea (Beneficial Society's). N.	31 10 0	- -	116 10 0	„	J. J. Slade -	5th	J. Cochrane -	5th
					E. A. Suter -	4th	H. Meadows -	1st
					H. Surman -	2nd		
					H. L. Woodeson	2nd		
Portsea Island - P.U.	- -	- -	41 10 0	Nov.	J. T. Chase -	4th	M. A. Urry -	4th
					G. Williams -	5th		
Portsea Town - N.	32 10 0	- -	60 10 0	Aug.	S. Cawdeary -	2nd	J. Watts -	1st
					H. Hodge -	1st	J. E. Matthias	1st
Portsmouth - N.	31 10 0	- -	74 10 0	„	T. Jarden -	3rd	A. J. Kingsman	3rd
					W. H. Cook -	3rd		
					A. H. Bone -	2nd		
Ringwood - - N.	16 10 0	- -	111 10 0	Sept.	T. Bioletti -	4th	M. Webber -	4th
					T. Elliott -	4th	C. Jeffries -	2nd
					S. Coles -	2nd	S. Street -	1st
Romsey - - N.	16 10 0	- -	56 10 0	„	J. Hams -	2nd	M. A. Cook -	3rd
							M. A. Newman	3rd
Romsey - - B.	15 0 0	-	61 10 0	June	W. Floyd -	4th	S. Gordge -	4th
					A. Curtis -	2nd	M. Moody - (*Honorary*).	1st

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Ledbury	N.	12 0 0	- -	34 0 0	July	- - -	—	S. J. Dix	2nd
								E. Walsh	2nd
Leintwardine, Endowed Mixed Free	S.	16 10 0	- -	87 0 0	„	W. Morris	5th	S. Bird	5th
								A. Evans	5th
								J. Magness	1st
Leominster	N.	23 0 0	- -	- - -	Aug.				
Leominster	B.	16 10 0	- -	15 0 0	April	T. E. James	1st		
Madley	N.	18 0 0	- -	15 0 0	July	B. South	1st		
Mansell Lacy	N.	20 0 0	- -	- - -	„				
Much Marcle	N.	31 0 0	- -	35 0 0	„	G. Saville	3rd	E. Bosley	1st
Ross and Archenfield.	B.	- -	- -	15 0 0	April	A. London	1st		
Scudamore	N.	14 0 0	- -	62 0 0	July	G. J. Caldwell	2nd	M. A. Caldwell	2nd
								E. Edmunds	1st
								E. Sayce	1st
Weobley	N.	18 0 0	- -	17 10 0	„	T. Phillips	2nd		
Total		276 0 0	- -	576 10 0					
HERTFORDSHIRE.									
Abbott's Langley	N.	20 0 0	- -	40 0 0	Aug.	R. Bartholomew	5th		
						J. Chalk	5th		
Albury	N.	14 0 0	- -	15 0 0	June	- - -	—	M. Cotton	1st
Amwell	N.	16 0 0	- -	67 0 0	Aug.	- - -	—	S. Scrivener	5th
								L. Ekins	5th
								S. Burgess	3rd
								E. Perry	1st
								(*Honorary*).	
Barnet	N.	10 0 0							
Bengeo	N.	28 10 0	- -	35 0 0	July	W. Kefford	2nd	E. Dunn	2nd
Buckland	N.	13 0 0	- -	17 10 0	„	- - -	—	M. A. Clark	2nd
Buntingford	N.	20 0 0	- -	17 10 0	„	H. Carpenter	2nd		
Bushey	B.	- -	- -	56 10 0	Aug.	J. Kemp	4th		
						J. Rodham	3rd		
						F. J. Gladman	2nd		
Colney, St. Peter's	N.	20 0 0	- -	41 10 0	July	E. Roberts	5th		
						W. Horsfield	2nd		
Hatfield, Bishop's	N.	12 0 0	- -	62 0 0	Aug.	C. Cubis	5th	E. Kimpton	2nd
						S. Smith	3rd	E. Pike	2nd
								F. Williams	1st
Hertford (Cowper's Testimonial).	N.	11 0 0	- -	73 0 0	July	E. Field	5th	M. S. Mizen	2nd
						J. Shambrook	1st	H. Addison	2nd
Hertingfordbury	N.	- -	- -	64 0 0	Aug.	H. Cooper	5th	A. Frost	4th
								M. Foster	2nd
High Cross	N.	15 0 0	- -	- - -	July				
Hitchin	B.	- -	- -	36 10 0	May	B. Olney	3rd		
						H. Creasey	2nd		
Ickleford	N.	15 0 0	25	25 0 0	Aug.	- - -	—	A. Taylor	5th
Ippolyts, Saint	N.	11 0 0	- -	15 0 0	July	- - -	—	R. Croft	1st
Kensworth	N.	11 0 0	- -	- - -	„				
Munden, Great	N.	11 0 0	- -	- - -	„				
Pirton	N.	15 0 0	- -	- - -	„				
Rochester, Training, (Diocesan).		34 0 0	- -	- - -	Jan.				
Rochester, Model, (Diocesan).		30 0 0	- -	- - -	June				
Royston	N.	- -	- -	15 0 0	July	W. R. Beale	1st		
Shenley	N.	26 0 0	- -	15 0 0	„	- - -	—	M. A. Hooper	1st
Walkern	N.	- -	- -	34 0 0	„	- - -	—	S. Feaman	2nd
								A. Aylott	2nd
Woodhill	N.	21 10 0	- -	36 10 0	Aug.	- - -	—	A. Lowman	4th
								W. Prosser	1st
Total		354 0 0	25	675 0 0					

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		£	s.	d.	£	£	s. d.					
g - - -	N.	-	-	-	- -	35	0 0	May	W. Elcombe -	3rd	S. Downe -	1st
urst - -	N.	18	0	0	- -	-	- -	June				
ook - -	N.	-		-	- -	22	10 0	May	- - -	—	E. Funnell -	4th
rd - -	N.	-		-	- -	20	0 0	June	H. W. Hill -	3rd		
rd - -	N.	20	0	0	- -	-	- -	May				
rd (Boys)	Wes.	16	10	0	- -	46	10 0	"	W. Mackney -	5th		
									C.J.H.Saunders	4th		
rd (Girls)	Wes.	-		-	- -	25	0 0	"	- - -	—	S. Pope -	5th
- - -	N.	15	0	0	- -	-	- -	June				
Infants) -	N.	-		-	- -	29	0 0	"	- - -	—	F. Ratcliffe -	1st
											M. Clark -	1st
- - -	Par.	23	0	0	- -	58	0 0	"	H. Carr - -	1st	M. B. Hocken	1st
									A. J. Newton -	1st	M. E. Underwood.	1st
- -	Wes.	16	10	0	- -	44	0 0	Aug.	H. J. Epsly -	1st	E. A. Epsly -	1st
									C. C. Fill -	1st		
- - -	B.	20	0	0	- -	34	0 0	June	E. R. Fitzgerald	2nd		
									D. Dodd -	2nd		
East Cliff -	N.	12	0	0	- -	17	10 0	Oct.	- - -	—	L. Russell -	2nd
ridge - -	B.	15	0	0								
- - -	N.	16	10	0	- -	-	- -	May				
n - - -	N.	-		-	- -	17	10 0	July	J. Kibblethwaite	2nd		
gh, East -	N.	-		-	- -	34	0 0	June	A. Roberts -	2nd		
									A. R. Roberts	2nd		
ham - -	N.	20	0	0	- -	123	0 0	"	E. Fuller -	1st	M. Davies -	1st
									E. Fuller -	1st	J. Murton -	1st
									S. Brenchley -	1st	J. Whitwood -	1st
									G. Foster -	1st	E. J. Bodle -	1st
											M. Page - -	1st
ham - -	B.	10	0	0	- -	46	10 0	Aug.	- - -	—	H. A. Lightfoot	5th
											F. S. Else -	4th
tone - -	B.	-		-	- -	106	10 0	"	O. H. Owens -	4th	S. Stapples -	2nd
									A. Puttee -	4th	M. Porter -	1st
									R. J. Owens -	3rd	A. Greenland -	1st
estone Par.		15	0	0	- -	22	10 0	May	W. Constable -	4th		
end and Mil-	N.	32	0	0	- -	101	10 0	Jan.	W. Nettleingham.	5th	E. A. Pressley	2nd
									J. Jackson -	2nd	S. Thorogood -	2nd
									F. Kirk - -	1st	M. E. Fane -	1st
end, Prince's et.	B.	23	0	0	- -	36	10 0	June	C. W. Graham	3rd		
									J. B. Cole -	2nd		
end - -	B.	-		-	- -	17	10 0	"	H. Smith -	2nd		
wich, East	N.	-		-	- -	29	0 0	"	C. Tye - -	1st		
ch, Roan's Coat.									J. Burke -	1st		
wich, West	N.	-		-	- -	42	0 0	"	J. T. Kollman	1st		
ch, Roan's Coat.									A. W. Parks -	1st		
									G. H. Dean -	1st		
wich -	P.U.	-		-	- -	15	0 0	April	W. T. Roberts	5th		
hurst - -	N.	23	0	0	- -	-	- -	June				
n - -	N.	16	10	0	- -	41	10 0	Feb.	T. Waller -	5th		
									A. Armatage -	2nd		
- - -	N.	20	0	0	- -	76	10 0	June	F. Horner -	4th	E. Horner -	3rd
									J. Sackett -	1st	E. Piddock -	3rd
am - -	N.	16	10	0	25	36	10 0	"	W. Deadman -	3rd		
									E. Gasson -	2nd		
- - -	N.	-		-	- -	80	10 0	July	W. F. Millard	4th	C. Stacey -	3rd
									G. Hewitt -	3rd	J. Farr -	3rd
- - -	N.	20	0	0	- -	-	- -	June				
- - -	N.	-		-	- -	42	10 0	July	W. Tinnock -	3rd	S. Tinnock -	4th
ge - -	N.	-		-	- -	17	10 0	June	J. Reakes -	2nd		
tone -	P.U.	-		-	- -	13	15 0	Sept.	W. Miles -	4th		
tone, All its'. -	N.	39	10	0	- -	142	0 0	June	W. W. Allison	5th	C. Epps -	5th
									T. Collins -	3rd	R. Bradford -	1st
									A. G. Dunn -	3rd	A. Constable -	1st
									B. Matthews -	3rd		
									H. G. Gillmore	1st		

ame nomination chool.	Annual Grants conditionally awarded			Month in which Annual Examination is to be held.	Name of Apprentice, and Year of Apprenticeship.			
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ASHIRE.	£ s. d.	£	£ s. d.					
n, Ch.Ch. N.	15 0 0	- -	22 10 0	July	R. J. Clarke -	4th		
- - N.	16 10 0	- -	15 0 0	Nov.	J. Sewart -	1st		
- - N.	14 0 0	- -	- - -	June				
yceum - B.	- -	- -	67 10 0	April	J. Wrigley -	5th		
					W. Buckley -	2nd		
					J. Richmond -	1st		
					G. Wensley -	1st		
St. Thomas N.	15 0 0	- -	- - -	Jan.				
Maker - R.C.	23 0 0	- -	- - -	"				
n Maker- N.	18 0 0	- -	61 10 0	Oct.	R. Wilkinson	4th	M. Byroms -	3rd
. Thomas'.					J. Ingham -	3rd		
- - N.	20 0 0	- -	49 10 0	March	J. Smith -	4th		
					H. Aldred -	1st		
					R. Lawson -	1st		
w '- - N.	15 0 0	25	- - -	Feb.				
t. John's - N.	- -	- -	15 0 0	July	- - -	—	R. Markland -	1st
- - Wes.	26 0 0	- -	32 10 0	March	J. Mitchell -	1st	D. Clegg -	2nd
- - N.	23 0 0	- -	- - -	May				
Messrs. Be- N.	16 10 0	- -	72 0 0	March	J. Kay -	5th		
).					E. Howarth -	5th		
					C. Mills -	5th		
ife - N.	16 10 0	- -	41 10 0	April	- - -	—	A. Dagnall -	5th
							A. Reynolds -	2nd
Manches- N.	21 10 0	- -	22 10 0	March	T. Brailsford -	4th		
James'.								
n (Mr. R.C.	- -	- -	39 0 0	"	- - -	—	M. Whiteside -	3rd
's).							M. A. Nightin-	3rd
n, St. Al- R.C.	15 0 0	25	- - -	"			gale.	
rn, St. - R.C.	18 0 0	- -	57 0 0	"	J. Doyle -	3rd		
					G. Barton -	3rd		
					M. Harden -	3rd		
n, St. - N.	15 0 0							
n, Holy N.	18 0 0	- -	44 0 0	Nov.	T. Pye - -	1st	A. Lord -	1st
					J. Wilkinson -	1st		
- - N.	- -	- -	41 10 0	March	- - -	—	E. Whittle -	4th
							L. A. Watmough	3rd
- - - B.	21 10 0	- -	31 10 0	April	W. E. Thornley	2nd		
					J. Bates - -	1st		
Bridge Wes.	20 0 0	25	124 0 0	Sept.	J. M. Cryer -	5th	E. Greenhalgh	5th
					J. Nelson -	4th	M. L. Broadbent	4th
					J. Kevan -	3rd	E. Higson -	1st
h Ch. - N.	10 0 0	- -	69 0 0	June	J. Livesey -	2nd	M. Baxter -	5th
							M. Crook -	1st
							R. Welsby -	1st
Emanuel - N.	14 0 0	- -	120 0 0	May	T. Bryers -	3rd	A. Vickers -	1st
					D. Whittle -	2nd	M. Jackson -	1st
					J. Yates -	2nd	E. Lomax -	1st
					F. Mellor -	1st		
					J. Taylor -	1st		
Fletcher Wes.	15 0 0	- -	98 10 0	April	J. Maude -	4th	H. Summers -	4th
					E. Barton -	3rd	I. Higson -	3rd
					J. Taylor -	2nd		
Little All N.	15 0 0	- -	96 10 0	June	J. Barlow -	2nd	S. Tilling -	2nd
					S. H. Walsh -	2nd	C. Tilling -	2nd
					E. Howarth -	1st	A. Wolsten-	2nd
							holme.	
Little, St. N.	20 0 0	- -	62 0 0	"	J. Lawson -	5th		
s.					J. Goodfellow	5th		
					G. A. Mort -	1st		
St. Peter's R.C.	15 0 0	- -	101 0 0	Dec.	W. Finnigan -	5th	M. M'Carthy -	4th
. Paul's.					H. Davis -	5th	H. M'Conville	1st
					T. Tonson -	2nd		

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	£ s. d.	£	£ s. d.					
Everton, Ch. Ch. - N.	22 0 0	- -	125 10 0	Oct.	R. Stott - -	2nd	A. Nelson -	2nd
					T. Lane - -	1st	E. Bennett -	1st
							F. Turton -	2nd
							H. Chapell -	2nd
							M. Morrin -	2nd
							M. Willis -	1st
Everton, St. Chrysostom's. N.	31 10 0	- -	150 0 0	"	A. Bathgate -	5th	E. A. Lake -	4th
					W. Bathgate -	4th	E. Kissack -	3rd
					T. C. Howarth	3rd	E. Carter -	2nd
							E. A. Marks -	2nd
							E. Smalley -	1st
Everton and Kirkdale. N.	23 0 0	- -	124 0 0	"	- - -	—	E. Greatorex -	5th
							M. Balmer -	5th
							C. Hale -	4th
							E. Redman -	5th
							A. Williams -	2nd
							H. B. Burrell -	1st
Everton, St. Peter's N.	18 0 0	- -	51 10 0	Sept.	T. Barber -	2nd	L. Cole - -	2nd
							M. Parker -	2nd
Failsworth - - N.	15 0 0	25	69 10 0	March	J. Rydings -	5th		
					J. Eckersley -	5th		
					S. Greenwood	4th		
Farnworth, St. John's (near Bolton). N.	21 10 0	- -	49 10 0	May	S. Woolstencroft.	2nd		
					J. W. Pitchforth	2nd		
					C. Timperley -	2nd		
Farnworth (near Warrington). N.	- -	- -	61 10 0	Oct.	T. Barker -	5th	E. Elliott -	4th
					J. Clark - -	1st		
Fernyhalgh, St. Mary's. R.C.	- -	- -	15 0 0	April	- - -	—	E. Corbiskley -	1st
Fleetwood, Testimonial. N.	18 0 0	- -	59 0 0	May	T. Cowell -	4th	L. Cowell -	2nd
					J. Bonny -	3rd		
Garstang - - R.C.	- -	- -	50 0 0	March	G. Grayston -	5th	A. Sandwell -	5th
Golborne - - N.	16 10 0	- -	- - -	June				
Habergham, All Saints'. N.	41 0 0	25	101 10 0	Aug.	R. Gabbott -	3rd	M. Tritton -	3rd
					E. Harwood -	2nd	M. Hitchin -	3rd
							A. Blackburn -	1st
							S. A. Whitehead	1st
Habergham Eaves N.	21 10 0	- -	75 0 0	July	H. Armistead -	5th		
					T. Thornton -	3rd		
					S. Wylde -	2nd		
					J. Pickup -	2nd		
Halewood - - N.	18 0 0	- -	- - -	Nov.				
Halliwell, Dean Mills. B.	21 10 0	- -	95 10 0	April	W. H. Wilkinson.	5th	E. Mooney -	5th
					S. Taylor -	5th	E. Fletcher -	4th
Halsall - - - N.	20 10 0	- -	40 0 0	"	C. Blundell -	1st	E. Norris -	5th
Halton - - - N.	- -	- -	25 0 0	June	J. Burrow -	5th		
Harpurhey - - N.	25 0 0	- -	86 0 0	March	R. Senior -	4th	C. Gibson -	4th
					G. Warburton	4th	S. Bleackley -	4th
Harwood, Great - N.	23 0 0	- -	- - -	"				
Healey - - - N.	18 0 0	- -	- - -	April				
Helen's, Saint, Lowe House. R.C.	11 0 0	- -	87 0 0	Jan.	C. Rourke -	1st	A. Taaffe -	1st
					J. Bonney -	1st	A. Devine -	1st
							M. A. Smith -	1st
							M. Matthews -	1st
Helen's, Saint, Moreflat. N.	37 0 0	- -	- - -	Feb.				
Heywood, Queen Wes. Street.	- -	- -	15 0 0	March	- - -	—	M. A. Mills -	1st
Heywood, St. James'. N.	20 0 0	25	31 10 0	"	J. Dearden -	2nd		
					W. Booth -	1st		
Heywood, St. Luke's. N.	30 10 0	50	124 10 0	"	M. Wilson -	4th	M. Ainsworth	5th
					R. Wild - -	1st	J. E. Burch -	5th
					J. Ainsworth -	1st		
					T. Wolstenholme.	1st		
					A. Buckley -	1st		

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ool (Bruns- Wes.).	- -	- -	33 10 0	Nov.	- - -	—	E. Southern -	4th
							C. Pace - -	1st
ool, Ch. Ch. - N.	34 10 0	- -	239 0 0	Oct.	T. H. Ellam -	3rd	M. E. Swindley	4th
					J. Kewley -	2nd	M. J. Read -	2nd
					R. Shaw -	2nd	R. Read - -	1st
					W. O. Jones -	2nd	E. Crowther -	1st
					R. Williams -	2nd	M. Holmes -	1st
					C. Goldsworthy	1st	S. Hughson -	2nd
							S. Wilkinson -	2nd
							A. Craik -	2nd
							J. Clague -	2nd
ool, South - N.	30 0 0	- -	133 0 0	Sept.	F. M'Nulty -	2nd	J. B. Harris -	4th
					C. Duringer -	1st	I. Taylor -	2nd
							M. Lyons -	2nd
							M. Lloyd -	1st
							F. Lancaster -	2nd
							A. Chesterton-	2nd
ool, Harring- B.	33 19	25	166 0 0	Nov.	R. S. M'Gee -	2nd	E. Rowbottom	4th
					J. Jones -	2nd	D. Greenfield -	3rd
					C. Taafe - -	2nd	I. Bell -	3rd
					J. Jones - -	1st	J. Robinson -	3rd
							J. Holmes -	1st
							C. Heppard -	1st
ool, Hiber- B.	38 0 0	40	137 10 0	„	W. M'Carthy -	4th	M. A. Jones -	4th
					J. Owens -	3rd	B. Bennett -	3rd
					J. Jones -	1st	E. Farquhar -	2nd
							M. L. Rowe -	1st
							M. Grieve -	1st
ool, Holy R.C. s.	- -	- -	83 0 0	Feb.	M. Mullarkey	1st	M. Curran -	1st
							C. Hickey -	1st
							S. Fitzsimon -	1st
							M. Foley -	1st
							M. A. Murphy	1st
ool, Hope B. et.	21 10 0	- -	98 10 0	Dec.	J. Jones -	2nd	A. Colvin -	3rd
					E. Walburn -	1st	M. A. Healey -	2nd
					J. Roberts -	1st	M. A. Loney -	2nd
ool, Jordan Wes. et.	31 0 0	- -	137 10 0	Nov.	J. Carmichael-	2nd	E. Jones - -	5th
					J. Lawson -	2nd	M. Peters -	5th
					A. Chicken -	1st	M. Roberts -	4th
							H. Loftus -	3rd
ool, Moorfields Church, Charity.	31 10 0	- -	87 0 0	Sept.	J. R. Oates -	3rd	M. Knox -	5th
							M. Bolton -	5th
							E. J. Whitby -	3rd
ool, Naylor N. et, St. Bar- olomew's.	25 0 0	25	60 10 0	Oct.	T. Connorton -	1st	M. Wilson -	2nd
					W. Lloyd -	1st	E. G. Carr -	1st
ool, St. An- r's.	25 0 0	- -	77 0 0	Sept.	J. Williamson	2nd	S. H. Booth -	4th
							F. Parry -	4th
							M. E. Gibson -	2nd
ool, St. R.C. e's.	23 0 0	- -	122 10 0	June	W. J. Holden -	2nd	M. M. Lyons -	2nd
					J. J. G. Harrison	2nd	M. J. Lynch -	2nd
					J. A. Traynor -	2nd	E. Farrell -	1st
							E. Doran -	1st
							E. Rodgers -	1st
ool, St. R.C. hony's	- -	- -	332 10 0	Nov.	J. A. Fitzsimons	3rd	E. J. Donnegan	5th
					J. Fitzsimons -	3rd	M. Keating -	4th
					J. Murphy -	3rd	A. Keating -	4th
					T. Brown -	3rd	C. Kirby -	4th
					P. White -	3rd	R. Donnegan -	4th
					T. Kelly - -	1st	E. Murphy -	4th
							M. Delany -	3rd
							C. M'Lochlin -	3rd
							E. O'Connor -	3rd
							E. Carter -	2nd
							E. Field -	2nd
							M. Murphy -	1st

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	£ s. d.	£	£ s. d.					
Liverpool, St. Peter's. R.C.	- - -	- -	104 0 0	July	- - -	—	M. Gill -	2nd
							M. Taylor -	2nd
							M. F. Goodwin	2nd
							B. M'Mahon -	2nd
							C. Foley -	1st
							A. O'Brien -	1st
							E. Kavanagh -	1st
Liverpool, St. Saviour's. N.	11 0 0	- -	- - -	Nov.				
Liverpool (Mount Vernon Street), St. Thomas'. R.C.	- - -	- -	159 10 0	Jan.	- - -	—	C. Warner -	5th
							A. Atherton -	5th
							M. White -	4th
							M. Cloke -	4th
							M. Murphy -	4th
							E. Broadley -	3rd
							M. Gaunt -	2nd
							M. Walker -	2nd
Liverpool, St. Thomas' and St. William's, (Blackstock Street.) R.C.	23 0 0	- -	175 10 0	Nov.	P. J. Quinn -	4th	M. Carter -	4th
					M. M'Garigle	4th	E. Blackburn -	4th
					M. Pelham -	4th	E. Spencer -	4th
					J. Murphy -	1st	L. A. Eaton -	4th
					C. Nulty -	1st		
Liverpool, Windsor, St. Clement's. N.	29 0 0	- -	124 10 0	Oct.	H. Reid -	5th	R. Morgan -	5th
					T. Quine -	2nd	E. Breckell -	2nd
							M. Howden -	2nd
							E. A. Riley -	1st
							E. Smith -	1st
Manchester, All Souls'. N.	15 0 0	- -	22 10 0	Jan.	G. Webb -	4th		
Manchester, Argyle Street. B.	- - -	- -	105 0 0	Sept.	R. Blomeley -	5th		
					E. Oliver -	5th		
					T. Schofield -	4th		
					J. Williams -	4th		
					J. Thompson -	2nd		
Manchester, St. Philip's (Bradford Road). N.	10 0 0	- -	59 10 0	Jan.	J. Smith -	2nd	M. A. Wood -	1st
							E. Croom -	1st
							J. Thomason -	1st
Manchester, Cathedral. N.	30 10 0	- -	75 10 0	Feb.	J. Sanderson -	4th	E. Gaunt -	3rd
					J. Shields -	3rd	E. Shepherd -	1st
Manchester, Cathedral, Charity.	10 0 0	- -	20 0 0	Jan.	- - -	—	M. Brierley -	3rd
Manchester, Cheetham Hill. Wes.	15 0 0	- -	51 10 0	Oct.	H. Openshaw -	2nd	E. A. Nightingale.	2nd
					S. Collins -	2nd		
Manchester, Cheetham Hill, St. Mark's. N.	18 0 0	- -	- - -	Feb.				
Manchester, Cheetham Hill Road. Jews.	13 0 0	- -	32 10 0	March	S. Goodheim -	2nd	S. Abrahams -	1st
Manchester, Chorlton-on-Medlock, Presbyterian.	28 10 0	- -	134 10 0	Sept.	J. Dinwiddie -	5th	S. Ferguson -	3rd
					J. Patterson -	4th	S. McEwen -	3rd
					J. Ferguson -	4th	R. Latimer -	2nd
					J. Dinwiddie -	1st		
Manchester, Jerusalem Chapel. Wes.	- - -	- -	137 10 0	Oct.	G. Mellor -	4th	B. Taylor -	3rd
					W. Hemingway	4th	E. T. Smethurst	2nd
					E. Rogers -	3rd	M. Moss -	1st
					J. Lees -	1st		
					J. O. Morris -	1st		
Manchester, Lower Mosley Street. B.	30 10 0	-	197 0 0	"	J. H. Crowther	4th	E. Padley -	5th
					T. Dunkerley -	3rd	S. A. Patterson	4th
					J. Thompson -	3rd	F. J. Billingsley	1st
					J. Martin -	3rd	A. Brindley -	1st
					W. Freestone -	2nd	A. Vickers -	1st
					W. Simpson -	2nd		

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		£	s.	d.	£	£	s.	d.					
field - -	B.	25	0	0	- -	104	0	0	Oct.	B. J. Williamson.	3rd	M. Shaw -	3rd
										H. Jones -	2nd		
										I. Jones -	3rd	S. J. Mills -	2nd
										J. Prescott -	1st		
ael's, Saint, Wyre.	N.	-		-	- -	34	0	0	May	J. Newsham -	3rd		
										D. Blight -	1st		
lleton - -	N.	-		-	- -	37	0	0	March	G. Scott -	5th		
										W. Field -	2nd		
										W. Rushton -	2nd		
lleton, Barrowlds (Infants).		12	0	0	- -	34	0	0	"	- - -	—	E. Howarth -	3rd
												E. Thornley -	1st
ton Heath, All nts'.	N.	-		-	- -	29	0	0	April	E. Walmersley	1st		
										T. Ashton -	1st		
am, St. Dongo's.	Wes.	15	0	0	- -	83	0	0	Sept.	T. Butterworth	3rd		
										E. Lees - -	3rd		
										T. Wild -	2nd		
										J. Norton -	2nd		
										J. Barton -	1st		
shaw - -	N.	16	10	0	- -	15	0	0	April	J. D. Ainsworth	1st		
skirk, United arity.		37	10	0	- -	132	0	0	May	W. V. Yates -	3rd	S. Singleton -	3rd
										J. Pimblett -	3rd	J. Cartledge -	3rd
										J. Slater -	3rd	E. Watts -	3rd
												J. Taylor -	3rd
lcroft (Mechas' Institution).	B.	18	0	0	- -	50	10	0	Oct.	H. Hindley -	1st	A. Tipping -	5th
												C. M. Elwood -	2nd
lebury - -	N.	15	0	0	- -	98	10	0	March	W. Cowburn -	5th	A. Siddon -	4th
										W. W. Pearson	2nd	E. Chapman -	3rd
										D. Taylor -	2nd		
leton, St. Tho's'.	N.	32	0	0	- -	56	10	0	"	S. Bellringer -	3rd	M. Withers -	4th
										B. Withers -	1st		
ngton, Park ne.	B.	-		-	- -	141	0	0	April	J. Wolstenholme.	5th	H. Blunt -	1st
										J. T. Simpson	5th		
										N. Crossley -	4th		
										A. Allen - -	4th		
										W. Gregory -	3rd		
										T. Eckersall -	3rd		
ton - - -	B.	15	0	0									
ton, Central -	N.	26	0	0	- -	158	0	0	Nov.	W. M'Gonigle	5th	J. Crane -	1st
										J. Longworth	5th	M. Hogson -	1st
										E. Lawe -	5th	S. J. Nelson -	1st
										T. Whittle -	3rd	A. Sherrington	1st
												M. Wilson -	1st
ton, Ch. Ch. -	N.	28	10	0	- -	93	10	0	"	R. Rippon -	5th	M. A. Crook -	2nd
										T. Bromley -	3rd	J. Higginson -	1st
										W. Parkinson	3rd		
on, Croft Wes. vet.	Wes.	29	0	0	- -	36	10	0	Sept.	C. C. Ward -	4th		
										T. Gardner -	1st		
on, St. Au- dine's.	R. C.	18	0	0	- -	103	0	0	April	- - -	—	P. Thompson -	5th
												E. Lunt -	5th
												M. Newby -	5th
												M. E. Hayes -	3rd
												E. J. Parkinson	1st
on, St. Igna- s'.	R. C.	-		-	- -	202	0	0	"	- - -	—	H. Newsham -	4th
												A. Myerscough	3rd
												M. Hunt -	3rd
												B. Capel -	3rd
												A. Brennan -	2nd
												M. A. Cannying	2nd
												E. Jones -	2nd
												M. Cogan -	1st
												L. Waterhouse	1st
												E. Atkinson -	1st
												W. Prestage -	1st
												A. Charneley -	1st
												F. M. Kerr -	1st
on, St. James'	N.	12	0	0	- -	46	10	0	Nov.	T. Westworth	2nd	A. J. Johnston	1st
												M. J. Stanfield	1st

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	£ s. d.		£	£ s. d.					
Salford, Great George Street (Model). N.	43 0 0		25	145 10 0	Jan.	W. R. Wild	5th	E. Finch	4th
						J. Chapman	3rd	S. A. Riley	3rd
						H. Stanley	2nd	P. Brachin	1st
								M. Gibson	2nd
								E. Barlow	1st
Salford, New Jerusalem.	10 0 0		- -	88 10 0	Oct.	E. Seddon	3rd	H. Candell	3rd
						J. E. Roberts	2nd	J. Thomson	3rd
						G. H. Hadfield	1st		
Salford, St. Bartholomew's. N.	11 0 0		- -	69 10 0	Jan.	- - -	—	C. Poulson	5th
								C. Moore	5th
								E. Bray	4th
Salford, St. Mathias' N.	27 0 0		- -	69 10 0	Feb.	- - -	—	A. Jones	3rd
								M. A. Barnes	2nd
								E. Carlton	2nd
								J. M. Hudson	2nd
Salford, Scotch Presbyterian.	28 10 0		- -	93 10 0	Oct.	J. Denison	5th	E. E. Varey	4th
						G. Edwards	2nd	S. Higginson	2nd
						J. Edwards	1st		
Salterthwaite and Rusland. N.	15 0 0		- -	20 0 0	June	W. Stewart	3rd		
Scarisbrick N.	- -		- -	20 0 0	May	- - -	—	M. Singleton	3rd
Scorton - - B.	- -		- -	35 0 0	June	T. Hall -	1st	E. Charnley	3rd
Sharples (Ashworth's). B.	30 0 0		- -	61 10 0	Sept.	S. Taylor	5th	J. Cunliffe	4th
						J. Garstang	1st		
Shaw - - Wes.	16 10 0		- -	- -	April				
Smallbridge, St. John's. N.	15 0 0		25	54 10 0	"	T. Dix -	5th		
						T. Butterworth	2nd		
						J. H. Thompson	1st		
Staleybridge (Factory School). B.	23 0 0		75	34 0 0	March	J. Cheetham	2nd		
						M. Dogheny	2nd		
Standish - - N.	16 10 0		- -	49 0 0	Jan.	W. Ashcroft	5th		
						H. Simm	5th		
Standish (Girls) N.	12 0 0		- -	- -	Oct.	- - -	—		
Stanley, St. Ann's N.	- -		- -	29 0 0	Nov.	W. Unsworth	1st		
						S. Croft -	1st		
Stretford - - N.	20 0 0		- -	31 10 0	Feb.	J. Moore -	2nd		
						F. Young -	1st		
Sutton - - N.	25 0 0		- -	- -	Nov.				
Swinton, Industrial. P.U.	- -		- -	95 0 0	Dec.	J. Boyd -	5th	E. Birtwhistle	4th
						J. Roberts	5th	J. Threapland	3rd
						W. Samuels	4th	S. J. Ashworth	3rd
								J. Osbourn	2nd
								A. M. Hewitt	2nd
Tottington - - N.	15 0 0		- -	17 10 0	April	W. Hamer -	2nd		
Towneley (Infants) R.C.	12 0 0		- -	49 0 0	Dec.	- - -	—	E. Ellis	5th
								R. Redman	5th
Toxteth - - B.	20 0 0		- -	- -	Dec.				
Toxteth, St. James' N.	35 0 0		25	163 0 0	Sept.	H. Nicholls	5th	E. Welch	5th
						J. H. Williams	1st	M. Cooke	4th
								E. Charnley	4th
								M. Tomlinson (*Honorary*)	2nd
								M. Woodhouse	3rd
								J. Pearce	3rd
								L. Kidd -	3rd
Toxteth, St. Thomas' N.	38 0 0		20	177 0 0	"	J. Andrews	2nd	H. A. Nettleton	5th
						H. D. Mercer	2nd	E. Askew	4th
						R. Pearce	1st	R. Robinson	1st
						S. Murphy	1st	L. Gyle -	1st
								J. Huntington	2nd
								G. Williams	1st
								J. McTaggart	1st
Ulverstone - - N.	16 10 0		- -	15 0 0	June	M. Wilson	1st		
Unsworth - Wes.	- -		- -	15 0 0	April	J. Boardman	1st		
Up-Holland - - N.	25 0 0		- -	17 10 0	Dec.	J. Basnett	2nd		
Urswick - - N.	23 0 0		- -	- -	June				

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Everton, Ch. Ch. - N.	22 0 0	- -	125 10 0	Oct.	R. Stott - -	2nd	A. Nelson -	2nd
					T. Lane - -	1st	E. Bennett -	1st
							F. Turton -	2nd
							H. Chapell -	2nd
							M. Morrin -	2nd
							M. Willis -	1st
Everton, St. Chrysostom's. N.	31 10 0	- -	150 0 0	,,	A. Bathgate -	5th	E. A. Lake -	4th
					W. Bathgate -	4th	E. Kissack -	3rd
					T. C. Howarth	3rd	E. Carter -	2nd
							E. A. Marks -	2nd
							E. Smalley -	1st
Everton and Kirkdale. N.	23 0 0	- -	124 0 0	,,	- - -	—	E. Greatorex -	5th
							M. Balmer -	5th
							C. Hale -	4th
							E. Redman -	5th
							A. Williams -	2nd
							H. B. Burrell -	1st
Everton, St. Peter's N.	18 0 0	- -	51 10 0	Sept.	T. Barber -	2nd	L. Cole - -	2nd
							M. Parker -	2nd
Failsworth - - N.	15 0 0	25	69 10 0	March	J. Rydings -	5th		
					J. Eckersley -	5th		
					S. Greenwood	4th		
Farnworth, St. John's (near Bolton). N.	21 10 0	- -	49 10 0	May	S. Woolstencroft.	2nd		
					J. W. Pitchforth	2nd		
					C. Timperley -	2nd		
Farnworth (near Warrington). N.	- -	- -	61 10 0	Oct.	T. Barker -	5th	E. Elliott -	4th
					J. Clark - -	1st		
Fernyhalgh, St. Mary's. R.C.	- -	- -	15 0 0	April	- - -	—	E. Corbiskley -	1st
Fleetwood, Testimonial. N.	18 0 0	- -	59 0 0	May	T. Cowell -	4th	L. Cowell -	2nd
					J. Bonny -	3rd		
Garstang - - R.C.	- -	- -	50 0 0	March	G. Grayston -	5th	A. Sandwell -	5th
Golborne - - N.	16 10 0	- -	- - -	June				
Habergham, All Saints'. N.	41 0 0	25	101 10 0	Aug.	R. Gabbott -	3rd	M. Tritton -	3rd
					E. Harwood -	2nd	M. Hitchin -	3rd
							A. Blackburn -	1st
							S. A. Whitehead	1st
Habergham Eaves N.	21 10 0	- -	75 0 0	July	H. Armistead -	5th		
					T. Thornton -	3rd		
					S. Wylde -	2nd		
					J. Pickup -	2nd		
Halewood - - N.	18 0 0	- -	- - -	Nov.				
Halliwell, Dean Mills. B.	21 10 0	- -	95 10 0	April	W. H. Wilkinson.	5th	E. Mooney -	5th
					S. Taylor -	5th	E. Fletcher -	4th
Halsall - - - N.	20 10 0	- -	40 0 0	,,	C. Blundell -	1st	E. Norris -	5th
Halton - - - N.	- -	- -	25 0 0	June	J. Burrow -	5th		
Harpurhey - - N.	25 0 0	- -	86 0 0	March	R. Senior -	4th	C. Gibson -	4th
					G. Warburton	4th	S. Bleackley -	4th
Harwood, Great - N.	23 0 0	- -	- - -	,,				
Healey - - - N.	18 0 0	- -	- - -	April				
Helen's, Saint, Lowe House. R.C.	11 0 0	- -	87 0 0	Jan.	C. Rourke -	1st	A. Taaffe -	1st
					J. Bonney -	1st	A. Devine -	1st
							M. A. Smith -	1st
							M. Matthews -	1st
Helen's, Saint, Moreflat. N.	37 0 0	- -	- - -	Feb.				
Heywood, Queen Street. Wes.	- -	- -	15 0 0	March	- - -	—	M. A. Mills -	1st
Heywood, St. James'. N.	20 0 0	25	31 10 0	,,	J. Dearden -	2nd		
					W. Booth -	1st		
Heywood, St. Luke's. N.	30 10 0	50	124 10 0	,,	M. Wilson -	4th	M. Ainsworth	5th
					R. Wild - -	1st	J. E. Burch -	5th
					J. Ainsworth -	1st		
					T. Wolstenholme.	1st		
					A. Buckley -	1st		

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	£ s. d.	£	£ s. d.					
Liverpool (Brunswick).	- -	- -	33 10 0	Nov.	- - -	—	E. Southern -	4th
							C. Pace - -	1st
Liverpool, Ch. Ch. - N.	34 10 0	- -	239 0 0	Oct.	T. H. Ellam -	3rd	M. E. Swindley	4th
					J. Kewley -	2nd	M. J. Read -	2nd
					R. Shaw -	2nd	R. Read - -	1st
					W. O. Jones -	2nd	E. Crowther -	1st
					R. Williams -	2nd	M. Holmes -	1st
					C. Goldsworthy	1st	S. Hughson -	2nd
							S. Wilkinson -	2nd
							A. Craik - -	2nd
							J. Clague -	2nd
Liverpool, South - N.	30 0 0	- -	133 0 0	Sept.	F. M'Nulty -	2nd	J. B. Harris -	4th
					C. Durinoer -	1st	I. Taylor -	2nd
							M. Lyons -	2nd
							M. Lloyd -	1st
							F. Lancaster -	2nd
							A. Chesterton-	2nd
Liverpool, Harrington. B.	33 19	25	166 0 0	Nov.	R. S. M'Gee -	2nd	E. Rowbottom	4th
					J. Jones -	2nd	E. Greenfield -	3rd
					C. Taafe - -	2nd	I. Bell -	3rd
					J. Jones - -	1st	J. Robinson -	3rd
							J. Holmes -	1st
							C. Heppard -	1st
Liverpool, Hibernian. B.	38 0 0	40	137 10 0	„	W. M'Carthy -	4th	M. A. Jones -	4th
					J. Owens -	3rd	B. Bennett -	3rd
					J. Jones -	1st	E. Farquhar -	2nd
							M. L. Rowe -	1st
							M. Grieve -	1st
Liverpool, Holy Cross. R.C.	- -	- -	83 0 0	Feb.	M. Mullarkey	1st	M. Curran -	1st
							C. Hickey -	1st
							S. Fitzsimon -	1st
							M. Foley -	1st
							M. A. Murphy	1st
Liverpool, Hope Street. B.	21 10 0	- -	98 10 0	Dec.	J. Jones -	2nd	A. Colvin -	3rd
					E. Walburn -	1st	M. A. Healey -	2nd
					J. Roberts -	1st	M. A. Loney -	2nd
Liverpool, Jordan Wes. Street.	31 0 0	- -	137 10 0	Nov.	J. Carmichael-	2nd	E. Jones -	5th
					J. Lawson -	2nd	M. Peters -	5th
					A. Chicken -	1st	M. Roberts -	4th
							B. Loftus -	3rd
Liverpool, Moorfields Old Church, Charity.	31 10 0	- -	87 0 0	Sept.	J. R. Oates -	3rd	M. Knox -	5th
							M. Bolton -	5th
							E. J. Whitby -	3rd
Liverpool, Naylor Street, St. Bartholomew's. N.	25 0 0	25	60 10 0	Oct.	T. Connorten -	1st	M. Wilson -	2nd
					W. Lloyd -	1st	E. G. Carr -	1st
Liverpool, St. Andrew's. N.	25 0 0	- -	77 0 0	Sept.	J. Williamson	2nd	S. H. Booth -	4th
							F. Parry -	4th
							M. E. Gibson -	2nd
Liverpool, St. Anne's. R.C.	23 0 0	- -	122 10 0	June	W. J. Holden -	2nd	M. M. Lyons -	2nd
					J. J. G. Harrison	2nd	M. J. Lynch -	2nd
					J. A. Traynor -	2nd	E. Farrell -	1st
							E. Doran -	1st
							E. Rodgers -	1st
Liverpool, St. Anthony's R.C.	- -	- -	332 10 0	Nov.	J. A. Fitzsimons	3rd	E. J. Donnegan	5th
					J. Fitzsimons -	3rd	M. Keating -	4th
					J. Murphy -	3rd	A. Keating -	4th
					T. Brown -	3rd	C. Kirby -	4th
					P. White -	3rd	R. Donnegan -	4th
					T. Kelly - -	1st	E. Murphy -	4th
							M. Delany -	3rd
							C. M'Lochlin -	3rd
							E. O'Connor -	3rd
							E. Carter -	2nd
							E. Field -	2nd
							M. Murphy -	1st

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	£ s. d.	£	£ s. d.					
Liverpool, St. Peter's. R.C.	- -	- -	104 0 0	July	- - -	—	M. Gill -	2nd
							M. Taylor -	2nd
							M. F. Goodwin	2nd
							B. M'Mahon -	2nd
							C. Foley -	1st
							A. O'Brien -	1st
							E. Kavanagh -	1st
Liverpool, St. Saviour's. N.	11 0 0	- -	- - -	Nov.				
Liverpool (Mount Vernon Street), St. Thomas'. R.C.	- -	- -	159 10 0	Jan.	- - -	—	C. Warner -	5th
							A. Atherton -	5th
							M. White -	4th
							M. Cloke -	4th
							M. Murphy -	4th
							E. Broadley -	3rd
							M. Gaunt -	2nd
							M. Walker -	2nd
Liverpool, St. Thomas' and St. William's, (Blackstock Street.) R.C.	23 0 0	- -	175 10 0	Nov.	P. J. Quinn -	4th	M. Carter -	4th
					M. M'Garigle	4th	E. Blackburn -	4th
					M. Pelham -	4th	E. Spencer -	4th
					J. Murphy -	1st	L. A. Eaton -	4th
					C. Nulty -	1st		
Liverpool, Windsor, St. Clement's. N.	29 0 0	- -	124 10 0	Oct.	H. Reid -	5th	R. Morgan -	5th
					T. Quine -	2nd	E. Breckell -	2nd
							M. Howden -	2nd
							E. A. Riley -	1st
							E. Smith -	1st
Manchester, All Souls'. N.	15 0 0	- -	22 10 0	Jan.	G. Webb -	4th		
Manchester, Argyle Street. B.	- -	- -	105 0 0	Sept.	R. Blomeley -	5th		
					E. Oliver -	5th		
					T. Schofield -	4th		
					J. Williams -	4th		
					J. Thompson -	2nd		
Manchester, St. Philip's (Bradford Road). N.	10 0 0	- -	59 10 0	Jan.	J. Smith -	2nd	M. A. Wood -	1st
							E. Croom -	1st
							J. Thomason -	1st
Manchester, Cathedral. N.	30 10 0	- -	75 10 0	Feb.	J. Sanderson -	4th	E. Gaunt -	3rd
					J. Shields -	3rd	E. Shepherd -	1st
Manchester, Cathedral, Charity.	10 0 0	- -	20 0 0	Jan.	- - -	—	M. Brierley -	3rd
Manchester, Cheetham Hill. Wes.	15 0 0	- -	51 10 0	Oct.	H. Openshaw -	2nd	E. A. Nightingale.	2nd
					S. Collins -	2nd		
Manchester, Cheetham Hill, St. Mark's. N.	18 0 0	- -	- - -	Feb.				
Manchester, Cheetham Hill Road. Jews.	13 0 0	- -	32 10 0	March	S. Goodheim -	2nd	S. Abrahams -	1st
Manchester, Chorlton-on-Medlock, Presbyterian.	28 10 0	- -	134 10 0	Sept.	J. Dinwiddie -	5th	S. Ferguson -	3rd
					J. Patterson -	4th	S. McEwen -	3rd
					J. Ferguson -	4th	R. Latimer -	2nd
					J. Dinwiddie -	1st		
Manchester, Jerusalem Chapel. Wes.	- -	- -	137 10 0	Oct.	G. Mellor -	4th	B. Taylor -	3rd
					W. Hemingway	4th	E. T. Smethurst	2nd
					E. Rogers -	3rd	M. Moss -	1st
					J. Lees -	1st		
					J. O. Morris -	1st		
Manchester, Lower B. Mosley Street.	30 10 0	- -	107 0 0	"	J. H. Crowther	4th	E. Padley -	5th
					T. Dunkerley -	3rd	S. A. Patterson	4th
					J. Thompson -	3rd	F. J. Billingsley	1st
					J. Martin -	3rd	A. Brindley -	1st
					W. Freestone -	2nd	A. Vickers -	1st
					W. Simpson -	2nd		

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	£ s. d.	£	£ s. d.					
Mayfield - - B.	25 0 0	- -	104 0 0	Oct.	B. J. Williamson.	3rd	M. Shaw -	3rd
							H. Jones -	2nd
					I. Jones -	3rd	S. J. Mills -	2nd
					J. Prescott -	1st		
Michael's, Saint, on Wyre. - N.	- -	- -	34 0 0	May	J. Newsham -	3rd		
					D. Blight -	1st		
Middleton - - N.	- -	- -	57 0 0	March	G. Scott -	5th		
					W. Field -	2nd		
					W. Rushton -	2nd		
Middleton, Barrowfields (Infants).	12 0 0	- -	34 0 0	„	- - -	—	E. Howarth -	3rd
							E. Thornley -	1st
Newton Heath, All Saints'. N.	- -	- -	29 0 0	April	E. Walmersley	1st		
					T. Ashton -	1st		
Oldham, St. Domingo's. Wes.	15 0 0	- -	83 0 0	Sept.	T. Butterworth	3rd		
					E. Lees - -	3rd		
					T. Wild -	2nd		
					J. Norton -	2nd		
					J. Barton -	1st		
Openshaw - - N.	16 10 0	- -	15 0 0	April	J. D. Ainsworth	1st		
Ormskirk, United Charity.	37 10 0	- -	132 0 0	May	W. V. Yates -	3rd	S. Singleton -	3rd
					J. Pimblett -	3rd	J. Cartledge -	3rd
					J. Slater -	3rd	E. Watts -	3rd
							J. Taylor -	3rd
Patricroft (Mechanics' Institution). B.	18 0 0	- -	58 10 0	Oct.	H. Hindley -	1st	A. Tipping -	5th
							C. M. Elwood -	2nd
Pendlebury - - N.	15 0 0	- -	98 10 0	March	W. Cowburn -	5th	A. Siddon -	4th
					W. W. Pearson	2nd	E. Chapman -	3rd
					D. Taylor -	2nd		
Pendleton, St. Thomas'. N.	32 0 0	- -	56 10 0	„	S. Bellringer -	3rd	M. Withers -	4th
					B. Withers -	1st		
Pilkington, Park Lane. B.	- -	- -	141 0 0	April	J. Wolstenholme.	5th	H. Blunt -	1st
					J. T. Simpson	5th		
					N. Crossley -	4th		
					A. Allen - -	4th		
					W. Gregory -	3rd		
					T. Eckersall -	3rd		
Preston - - - B.	15 0 0							
Preston, Central - N.	26 0 0	- -	158 0 0	Nov.	W. M'Gonigle	5th	J. Crane -	1st
					J. Longworth	5th	M. Hogson -	1st
					E. Lawe -	5th	S. J. Nelson -	1st
					T. Whittle -	3rd	A. Sherrington	1st
							M. Wilson -	1st
Preston, Ch. Ch. - N.	28 10 0	- -	93 10 0	„	R. Rippon -	5th	M. A. Crook -	2nd
					T. Bromley -	3rd	J. Higginson -	1st
					W. Parkinson	3rd		
Preston, Croft Street. Wes.	20 0 0	- -	36 10 0	Sept.	C. C. Ward -	4th		
					T. Gardner -	1st		
Preston, St. Augustine's. R. C.	18 0 0	- -	103 0 0	April	- - -	—	P. Thompson -	5th
							E. Lunt -	5th
							M. Newby -	5th
							M. E. Hayes -	3rd
							E. J. Parkinson	1st
Preston, St. Ignatius'. R. C.	- -	- -	202 0 0	„	- - -	—	H. Newsham -	4th
							A. Myerscough	3rd
							M. Hunt -	3rd
							B. Capel -	3rd
							A. Brennan -	2nd
							M. A. Cannying	2nd
							E. Jones -	2nd
							M. Cogan -	1st
							L. Waterhouse	1st
							E. Atkinson -	1st
							W. Prestage -	1st
							A. Charneley -	1st
							F. M. Kerr -	1st
Preston, St. James' N.	12 0 0	- -	46 10 0	Nov.	T. Westworth	2nd	A. J. Johnston	1st
							M. J. Stanfield	1st

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Salford, Great George Street (Model). N.	43 0 0	25	145 10 0	Jan.	W. R. Wild -	5th	E. Finch -	4th
					J. Chapman -	3rd	S. A. Riley -	3rd
					H. Stanley -	2nd	P. Brachin -	1st
							M. Gibson -	2nd
							E. Barlow -	1st
Salford, New Jerusalem.	10 0 0	- -	88 10 0	Oct.	E. Seddon -	3rd	H. Candell -	3rd
					J. E. Roberts -	2nd	J. Thomson -	3rd
					G. H. Hadfield	1st		
Salford, St. Bartholomew's. N.	11 0 0	- -	69 10 0	Jan.	- - -	—	C. Poulson -	5th
							C. Moore -	5th
							E. Bray -	4th
Salford, St. Mathias' N.	27 0 0	- -	69 10 0	Feb.	- - -	—	A. Jones -	3rd
							M. A. Barnes -	2nd
							E. Carlton -	2nd
							J. M. Hudson -	2nd
Salford, Scotch Presbyterian.	28 10 0	- -	93 10 0	Oct.	J. Denison -	5th	E. E. Varey -	4th
					G. Edwards -	2nd	S. Higginson -	2nd
					J. Edwards -	1st		
Salterthwaite and Rusland. N.	15 0 0	- -	20 0 0	June	W. Stewart -	3rd		
Scarisbrick - - N.	- -	- -	20 0 0	May	- - -	—	M. Singleton -	3rd
Scorton - - - B.	- -	- -	35 0 0	June	T. Hall - -	1st	E. Charnley -	3rd
Sharples (Ashworth's). B.	30 0 0	- -	61 10 0	Sept.	S. Taylor -	5th	J. Cunliffe -	4th
					J. Garstang -	1st		
Shaw - - Wes.	16 10 0	- -	- - -	April				
Smallbridge, St. John's. N.	15 0 0	25	54 10 0	"	T. Dix - -	5th		
					T. Butterworth	2nd		
					J. H. Thompson	1st		
Staleybridge (Factory School). B.	23 0 0	75	34 0 0	March	J. Cheetham -	2nd		
					M. Dogheny -	2nd		
Standish - - N.	16 10 0	- -	43 0 0	Jan.	W. Ashcroft -	5th		
					H. Simm -	5th		
Standish (Girls) - N.	12 0 0	- -	- - -	Oct.	- - -	—		
Stanley, St. Ann's N.	- -	- -	29 0 0	Nov.	W. Unsworth	1st		
					S. Croft - -	1st		
Stretford - - N.	20 0 0	- -	31 10 0	Feb.	J. Moore -	2nd		
					F. Young -	1st		
Sutton - - N.	25 0 0	- -	- - -	Nov.				
Swinton, Industrial. P.U.	- -	- -	95 0 0	Dec.	J. Boyd -	5th	E. Birtwhistle	4th
					J. Roberts -	5th	J. Threapland	3rd
					W. Samuels -	4th	S. J. Ashworth	3rd
							J. Osbourn -	2nd
							A. M. Hewitt -	2nd
Tottington - - N.	15 0 0	- -	17 10 0	April	W. Hamer -	2nd		
Towneley (Infants) R.C.	12 0 0	- -	49 0 0	Dec.	- - -	—	E. Ellis -	5th
							R. Redman -	5th
Toxteth - - B.	20 0 0	- -	- - -	Dec.				
Toxteth, St. James' N.	35 0 0	25	103 0 0	Sept.	H. Nicholls -	5th	E. Welch -	5th
					J. H. Williams	1st	M. Cooke -	4th
							E. Charnley -	4th
							M. Tomlinson (*Honorary*)	2nd
							M. Woodhouse	3rd
							J. Pearce -	3rd
							L. Kidd - -	3rd
Toxteth, St. Thomas' N.	38 0 0	20	177 0 0	"	J. Andrews -	2nd	H. A. Nettleton	5th
					H. D. Mercer -	2nd	E. Askew -	4th
					R. Pearce -	1st	R. Robinson -	1st
					S. Murphy -	1st	L. Gyle - -	1st
							J. Huntington	2nd
							G. Williams -	1st
							J. McTaggart	1st
Ulverstone - - N.	16 10 0	- -	15 0 0	June	M. Wilson -	1st		
Unsworth - Wes.	- -	- -	15 0 0	April	J. Boardman -	1st		
Up-Holland - - N.	25 0 0	- -	17 10 0	Dec.	J. Basnett -	2nd		
Urswick - - N.	23 0 0	- -	- - -	June				

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Leicester, Curzon Street. N.	- - -	- -	15 0 0	June	G. Orton -	1st		
Leicester, Great Meeting. B.	16 10 0	- -	93 0 0	Jan.	J. S. Browne -	4th		
					T. Allen -	4th		
					T. Freestone -	3rd		
					T. A. Hind -	3rd		
					S. Collins -	1st		
Leicester, Hill Street. B.	- -	- -	135 10 0	Dec.	R. Wormell -	2nd	A. Jarratt -	3rd
					E. Barkly -	1st	E. Findley -	2nd
					G. Hull -	1st	S. A. Nicholls	2nd
					J. H. Buckley	1st	F. Jarratt -	1st
							E. A Woodcock	1st
Loughborough, Lancasterian.	- -	- -	60 10 0	"	J. Clarke -	2nd		
					J. Kirk -	1st		
					W. Handford	1st		
					R. Gibbs -	1st		
Loughborough - Wes.	- -	- -	46 10 0	"	E. Lakin -	5th		
					E. Dakin -	4th		
Market Harborough N.	13 0 0	- -	- - -	July				
Melton Mowbray - N. (Free).	11 10 0	- -	101 0 0	May	R. Godfrey -	3rd	S. Whalley -	3rd
					J. Bamford -	1st	E. Ward -	3rd
					F. Athwell -	1st	E. Ellis - -	1st
Nailstone - - N.	10 0 0	- -	- - -	Jan.				
Sheepshed - - N.	21 10 0	- -	106 10 0	May	T. Foston -	3rd	E. Lucas -	4th
					E. Colban -	3rd	J. E. Jacques -	3rd
					T. Geary -	1st		
					G. H. Wale -	1st		
Shilton, Earl's - N.	30 0 0	- -	- - -	June				
Total - -	256 10 0	- -	1,030 0 0					
LINCOLNSHIRE.								
Barton-on-Humber. Wes.	15 0 0	- -	139 10 0	July	G. Willford -	5th	E. A. Beauman	3rd
					T. Skinner -	5th	K. Ginnever -	2nd
					A. Gibson -	4th		
					H. Grasby -	3rd		
					G. Wiles -	2nd		
Bennington, Long N.	- -	- -	31 10 0	Feb.	J. Bailey -	2nd		
					E. Bullimore -	1st		
Boston - - - N.	15 0 0	- -	103 10 0	"	W. H. Tupholme.	4th	H. Martin -	4th
					J. Jay - -	4th	M. J. Bellamy	4th
					J. Jackson -	2nd		
					- - -	---	E. Allison -	3rd
Boston, West Church N.	14 0 0	- -	20 0 0	"				
Boston - - - B.	15 0 0	- -	76 0 0	July	R. Bimrose -	2nd	B. J. Garnham	2nd
					W. Ray - -	1st	M. Monkman -	1st
					W. Siddall -	1st		
Boston - - Wes.	16 10 0	- -	123 10 0	"	S. Smith -	4th	B. O. Hall -	4th
					R. Dickenson -	3rd	M. Shawson -	4th
					C. Smithie -	3rd	J. A. Halford -	3rd
Brant, Broughton Wes.	- -	- -	15 0 0	Nov.	J. Rennmington	1st		
Brocklesby Park - N.	16 10 0	- -	20 0 0	Feb.	C. Hamath -	3rd		
Colsterworth - N.	- -	- -	34 0 0	"	R. Robinson -	2nd		
					J. Porter -	2nd		
Gainsborough - N.	20 0 0	- -	86 0 0	"	H. Burnett -	3rd	E. Milnes -	2nd
					J. Jackson -	2nd	S. Layne -	2nd
					T. Drust -	2nd		
Gainsborough Wes.	25 0 0	- -	68 0 0	Jan.	T. Wise - -	1st	M. Dixon -	5th
					A. Ginnald -	1st	M. Barlow -	1st
Grantham - - N.	15 0 0	- -	83 0 0	Feb.	W. Handcock	4th		
					E. Kemm -	2nd		
					W. Lord -	2nd		
					W. Ward -	2nd		
					T. Hancock -	1st		
Grimsby - Wes.	- -	- -	29 0 0	July	G. Danby -	1st		
					O. Abbott -	1st		

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Bethnal Green, - B. Abbey Street.	27 0 0	- -	225 0 0	June	W. H. Kennedy 5th W. Wastell - 5th A. W. Brittain 3rd B. Simmonds - 3rd J. Foster - 3rd G. Gage - 3rd	E. Robinson - 4th M. Burnett - 3rd S. J. Messer - 3rd A. M. Green - 2nd J. E. Read - 1st L. Alford - 1st
Bethnal Green, Gascoigne Place. B.	27 10 0	- -	98 10 0	„	J. Wickett - 3rd G. Lipscombe - 2nd	M. F. Upjohn - 4th R. Clark - 4th M. Trinder - 3rd
Bethnal Green, St. Bartholomew's. N.	10 0 0	- -	114 0 0	March	P. S. Bacon - 3rd F. J. Hobbins 1st J. Hipwell - 1st	E. K. Thompson 3rd E. M. Taylor - 3rd A. Blake - - 1st J. Hipwell - 1st
Bethnal Green, St. James' the Great. N.	15 0 0	- -	116 10 0	April	W. H. Waterloo 5th J. Taylor - 3rd	E. Bateman - 4th M. A. Short - 3rd E. M. Catherall 2nd
Bethnal Green, St. Jude's. N.	21 10 0	- -	51 10 0	March	J. H. W. Carr - 3rd	S. L. Hayes - 2nd S. Baker - 2nd M. Beck - - 1st
Bethnal Green, St. Peter's. N.	20 0 0	- -	77 0 0	April	G. Wright - 5th J. J. Snow - 3rd F. W. Manders 2nd	J. C. Grieve - 2nd
Bethnal Green, St. Thomas'. N.	- -	- -	34 0 0	March	J. Staff - 3rd E. Goble - 1st	
Blandford Square R.C.	- -	- -	78 0 0	Feb.	- - -	A. Sheenan - 3rd B. Gleeson - 2nd J. Prendergast 2nd C. Brown - 1st F. Gahagan - 1st
Bloomsbury, St. George's. N.	33 0 0	- -	116 10 0	Nov.	M. Ford - 5th W. Morgan - 1st	S. Standish - 5th C. Charle - 4th E. A. Freckleton 2nd M. A. Tavener 2nd
Bloomsbury, St. George the Martyr. N.	13 0 0	25	44 10 0	„	- - - —	I. Taylor - 2nd M. R. Kennedy 1st E. Blackwell - 1st
Brentford - - B.	37 0 0	20	119 10 0	April	R. Pearce - 3rd J. J. Brown - 2nd F. Crampton - 2nd J. Harris - 2nd W. T. Holmes 1st	M. A. Cartman 3rd A. M. Lowrie - 3rd
Bromley - - N.	10 0 0	- -	89 0 0	Nov.	J. Smith - 2nd H. Marshall - 1st	H. M. Cocks - 2nd E. M. Hunt - 1st M. Alley - - 1st S. Beecham - 1st
Brompton - - N.	21 10 0	25	- - -	Oct.		
Camden Town - N.	38 0 0	- -	197 0 0	March	G. Suclus - 5th T. Girling - 4th J. Silley - - 1st G. Parker - 1st	A. M. Schultze 5th C. Cookson - 3rd M. A. Griffiths 2nd M. A. Hayes - 1st L. Blackmore 5th E. Billinghurst 1st M. E. Bland - 1st
Charterhouse, St. Thomas'. N	55 0 0	90	284 0 0	Sept.	J. C. Crosbie - 5th H. Kirby - 4th G. M. Philipson 4th W. Barret - 2nd J. Berriman - 1st W. Warner - 1st A. C. Huetson 1st	M. A. Butler - 5th A. Kimpton - 5th E. Sweeting - 3rd M. F. Hale - 3rd E. May - 3rd S. J. Buck - 3rd A. Speaight - 2nd L. E. Sawyer - 1st S. Trent - - 1st
Chelsea, Ch. Ch. - N.	18 0 0	- -	40 10 0	Jan.	E. Knight - 4th G. F. West - 1st R. Morse - 1st	

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		£	s.	d.	£	£	s.	d.					
Hackney Road, Weymouth Terrace.	B.	26	10	0	- -	214	10	0	June	W. J. Sengo -	5th	J. Crouch -	5th
										W. Carter -	3rd	S. Davis -	5th
										W. Davis -	2nd	A. Ball -	4th
										E. Potter -	1st	S. E. Edwards	3rd
												E. Crouch -	2nd
												A. Fountain -	1st
												M. E. Stevens	1st
												S. Elmy -	1st
Hackney, West -	N.	15	0	0	- -	44	0	0	March	J. Mason -	1st	A. Watson -	1st
												K. Jordan -	1st
Haggerstone, St. Mary's.	N.	13	0	0	20	117	0	0	April	S. G. Shearman	5th	E. Thomas -	2nd
										J. Collins -	2nd	E. Potts -	2nd
										R. Pascoe -	2nd		
										J. Moore -	1st		
										F. Putnam -	1st		
Hammersmith, St. Mary's.	R.C.	-		-	- -	39	0	0	July	J. Murray -	3rd		
										J. Ryan -	3rd		
Hammersmith, St. Paul's.	N.	18	0	0	- -	-	-	-	Sept.				
Hammersmith, St. Peter's.	N.	13	0	0	- -	35	0	0	„	- - -	—	E. A. Godfrey -	2nd
												S. Healey -	2nd
Hampstead, St. John's.	Par.	46	0	0	- -	66	10	0	March	W. Smith -	5th	L. Brett -	3rd
										G. Tingey -	4th		
Hampstead, St. John's, Downshire Hill.	N.	30	0	0	- -	49	0	0	April	T. Gardiner -	2nd	A. A. Moore -	2nd
										R. Shockley -	1st		
Hampton Wick -	N.	25	0	0	- -	-	-	-	March				
Hanwell - -	N.	26	10	0	- -	40	0	0	June	H. Gillman -	4th	S. Edwards -	2nd
Harrow - - -	N.	28	0	0	25	35	0	0	May	T. Payne -	2nd	S. Page - -	2nd
										G. Webb (*Honorary*).	2nd		
Hatton Garden, St. Andrew's.	N.	18	0	0	- -	126	10	0	Nov.	E. Marchant -	4th	M. Reeves -	4th
										J. G. Sneath -	4th	E. Chandler -	4th
										G. Connor -	3rd	J. Hewley -	4th
Hillington and Cowley.	N.	23	0	0	- -	-	-	-	May				
Highbury, Training	N.	25	0	0	- -	-	-	-	Dec.				
Highbury, Model -	N.	20	0	0	- -	-	-	-	Jan.				
Highgate, St. Michael's.	N.	42	0	0	- -	156	0	0	April	J. Abbey -	4th	S. Taylor -	3rd
										J. Reading -	2nd	M. Graham -	3rd
										E. Kell - -	1st	A. Cotton -	2nd
												E. Graham -	2nd
												S. Knight -	2nd
												A. Irvine -	2nd
Highgate - -	B.	18	0	0	- -	15	0	0	June	R. Watson -	1st		
Holborn, St. Andrew's, Trinity Dis.	N.	16	10	0	- -	-	-	-	April				
Home and Colonial, Gray's Inn Lane, Training.		32	0	0	- -	-	-	-	Dec.				
Home and Colonial, Gray's Inn Lane, Model.		71	0	0	125	246	0	0	Aug.	C. Wells -	4th	R. Dunning -	3rd
										W. Budd -	4th	C. Dunning -	3rd
										C. Gregg -	3rd	J. E. Mayne -	5th
										R. Thomas -	2nd	S. Lovegrove -	3rd
										E. A. Ford -	2nd	A. Howell -	3rd
												E. Shaw - -	3rd
												M. Henderson	2nd
												S. Lord - -	2nd
Hornsey - -	N.	28	10	0	- -	59	0	0	April	S. Johnson -	3rd	S. A. Armitage	3rd
												E. Palmer -	3rd
Hoxton, St. John's	N.	15	0	0	- -	222	10	0	„	W. J. Tisbury	4th	A. Hutton -	3rd
										O. Ransted -	4th	L. Macklin -	3rd
										W. Baker -	3rd	E. Dawson -	3rd
										G. F. Gilbey -	2nd	E. Bennett -	3rd
										H. Rose - -	1st	A. Coleman -	2nd
												E. Edwards -	2nd
												M. A. Geddes -	1st
												J. Solomon -	1st

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	£ s. d.	£	£ s. d.					
London, Farringdon B. Street, Harp Alley.	13 0 0	- -	59 10 0	June	- - -	—	N. Boulton -	4th
							M. F. Barnes -	3rd
							S. Anderson -	3rd
London, St. Dunstan's in the West. N.	34 0 0	- -	60 10 0	Feb.	G. Minear -	2nd	J. Willson -	1st
					J. T. Wood -	1st	S. Sparks -	1st
London, Mansfield Pres. Street.	15 0 0							
London, St. Sepulchre's. N.	- -	- -	25 0 0	Dec.	M. Carey -	5th		
Martins, St., in the Fields. N.	25 0 0	- -	67 10 0	April	- - -	—	E. Wood -	3rd
							E. Long -	3rd
							J. Boarder -	2nd
							S. Murton -	1st
Martin's, St., in the Fields (Northern). N.	30 10 0	- -	62 0 0	"	W. J. Carley -	3rd	E. I. McGee -	1st
					W. I. McGee -	1st		
					R. Williams -	1st		
Marylebone, Christ's Chapel. N.	- -	- -	85 0 0	Oct.	W. Wright -	4th		
					T. J. Wheeler -	4th		
					W. Paragreen -	4th		
					J. Arthur -	4th		
Marylebone, Ch. Ch. N.	26 0 0	25	88 0 0	"	E. Jarvis -	1st	L. Rogers -	2nd
							L. Nash -	2nd
							M. Riley -	1st
							M. A. Glazebrook.	1st
							S. Jones -	1st
Marylebone, Eastern (Boys). N.	- -	- -	70 0 0	Sept.	J. Harman -	4th		
					W. Piggott -	2nd		
					G. Piggott -	2nd		
					W. Woodrow	2nd		
Marylebone, Eastern (Girls). N.	14 0 0	- -	49 0 0	"	- -	—	F. Stewart -	5th
							S. G. Kimber -	5th
Marylebone, Western, St. Mary's. N.	15 0 0	- -	188 0 0	March	R. French -	5th	A. Mitchell -	5th
					M. Salter -	5th	A. Jones -	5th
					T. Forster -	4th	L. A. Page	3rd
					A. Jones -	1st	E. Colborn -	1st
					W. S. Jack -	1st		
					W. Smart -	1st		
Marylebone, High R.C. Street, St. James'.	- -	- -	113 10 0	Jan.	- - -	—	C. Hennessey -	4th
							J. Holland -	4th
							A. Regan -	4th
							M. B. Wholley	3rd
							M. T. Sullivan	3rd
							C. Flynn -	1st
Marylebone, Nutford Place, Diocesan. N.	31 0 0	- -	88 0 0	April	J. Hannaford -	5th	M. D. Jarvis -	5th
					R. Leaver -	1st	L. Rowe -	5th
Marylebone, Trinity. N.	25 0 0	- -	94 0 0	Oct.	G. Glass - -	2nd	A. Main - -	2nd
					H. J. Bristo -	1st	C. E. Wood -	2nd
					J. Lord - -	1st	M. Sharlock -	2nd
Moorfields, Bunhill R.C. Row.	- -	- -	52 0 0	April	D. Collins -	3rd		
					M. Riley -	2nd		
					W. Hughes -	2nd		
Paddington, All Saints. N.	32 10 0	- -	63 0 0	Dec.	E. M'Millan -	1st	M. A. Denton -	3rd
					T. Lofts - -	1st	M. Franklin -	1st
Paddington, St. John's. N.	30 0 0	- -	74 10 0	"	A. King - -	5th	A. Stimpson -	3rd
					T. G. Stokes -	2nd		
					E. Woodruff -	1st		
Paddington Green, St. Mary's. N.	31 0 0	- -	83 10 0	Nov.	C. T. West -	2nd	E. Page -	4th
					W. Dixey -	1st	S. Hale -	2nd
					G. Nurthen -	1st		
Pancras, St., East - N.	15 0 0	20	170 10 0	Oct.	J. Stone - -	5th	A. Turner -	4th
					W. Mady - -	5th	M. A. Shinn -	2nd
					J. Johnson -	5th	E. J. White -	2nd
					J. Dowling -	2nd	C. A. Simms -	1st
					G. P. Clark -	2nd		

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[G]ate - - N.	- - -	- -	15 0 0	May	- - -	—	E. Turner -	1st
[F]elds, Spicer R.C. [S]t.	- - -	- -	44 0 0	Sept.	J. Ryan -	4th		
					T. Nowlan -	4th		
[F]elds, Wood B. [S]t.	- - -	- -	86 0 0	June	E. Stiff -	4th	M. Dutton -	2nd
					W. Baker -	3rd	C. Dutton -	1st
							M. A. Williams	1st
[I]- - - N.	16 10 0	- -	34 0 0	May	H. Ford -	2nd		
					J. Pott - -	2nd		
[J]y - - P.U.	- - -	- -	26 10 0	„	W. T. Kirtland.	4th		
					J. Robertson -	4th		
[K], All Saints' N.	28 0 0	- -	88 10 0	Sept.	C. Dorcura -	2nd	J. Kentish -	3rd
					A. Robinson -	2nd	A. Campbell -	3rd
							C. Barrow -	2nd
[K], Red Coat N.	83 0 0	25	96 10 0	Oct.	J. H. Page -	4th	A. M. Wilson -	1st
					R. Kidman -	3rd	H. Baker -	1st
					J. W. Parker -	1st		
					T. W. Slaughter	1st		
[K], Redman's N.	- - -	- -	29 0 0	„	- - -	—	E. Lavers -	1st
							A. Yates -	1st
[K], St. Peter's N.	31 10 0	- -	51 10 0	„	W. J. Ward -	3rd	S. A. Hollington	2nd
							M. A. Pearl -	1st
[K], St. Tho- N.	30 0 0	- -	209 10 0	„	J. Park -	4th	M. A. Cooper -	4th
					G. J. Eve -	4th	M. J. Reeves -	3rd
					T. A. Rambart	3rd	J. E. Hone -	3rd
					A. R. Dyer -	2nd	F. E. Bareham	2nd
							C. E. Meiter -	2nd
							S. J. Lessard -	2nd
							M. F. Harris -	1st
							E. Catrall -	1st
[K], Trinity - N.	32 0 0	- -	132 0 0	Sept.	M. Packer -	5th	A. Critchley -	4th
					J. Brient -	4th	F. L. Goodwin	3rd
					W. H. Wilkins	2nd	H. Porter -	2nd
							M. I. Holland	1st
[K]ewington - N.	32 10 0	- -	60 10 0	Nov.	W. Warren -	1st	E. Richardson	2nd
					G. Paris - -	1st	E. Tallant -	1st
[K]y - - Par.	11 0 0	- -	- - -	Oct.				
[K]gton, Public N.	18 0 0	- -	17 10 0	April	R. Collis -	2nd		
[K]ham - - N.	18 0 0	- -	- - -	July				
[K]ham - - B.	- - -	- -	72 10 0	May	J. Faulkner -	5th		
					W. Woodcock	4th		
					G. Lewis - -	1st		
					C. Lovebond -	1st		
[L]Place, St. R.C. [P]ck's.	- - -	- -	64 10 0	Feb.	- - -	—	M. Keefe -	4th
							M. Ryan -	4th
							J. Madden -	4th
[L]nham, - N. [D]eacon Cam- [P]e's).	- - -	- -	17 10 0	May	G. Mesley -	2nd		
[L]ge - - B.	- - -	- -	39 0 0	June	H. Ainsworth	4th		
					J. Ainsworth -	2nd		
[L]n Green - N.	26 10 0	- -	15 0 0	May	- - -	—	A. M. Walker -	1st
[L]urne - - N.	18 0 0	- -	67 0 0	Nov.	H. Spencer -	2nd	A. Cockman -	2nd
							E. H. Russell -	2nd
							L. Skelton -	2nd
[L]inster - Wes. [C]el).	111 10 0	120	239 0 0	Jan.	T. Gibson -	3rd	V. Edgeller -	3rd
					W. Blatchley -	3rd	J. Down -	3rd
					W. Mitchell -	2nd	S. White -	3rd
					J. Davies -	1st	S. R. Blatchley	2nd
					J. Redhead -	1st	M. A. Coles -	2nd
							M. H. Congdon	2nd
							M. A. Clayton	1st
							E. Schofield -	1st
							A. J. Grice -	1st
							E. Day - -	1st
[L]inster (Arch- N. [D]p Tenison's).	16 10 0	- -	49 0 0	Oct.	G. R. Cross -	5th		
					E. Bate - -	5th		
[L]inster, Ch. Ch. N.	33 0 0	- -	17 10 0	Feb.	- - -	—	A. Brooker -	2nd

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	£ s. d.	£	£ s. d.					
Newport-on-Usk - R.C.	- - -	- -	101 10 0	May	M. Fitzgerald	5th	A. Rosser -	2nd
					D. Vaughan -	2nd	E. Bordessa -	2nd
					B. O'Sullivan -	1st	J. Hudson -	1st
Pontnewynydd - N.	18 0 0	- -	63 0 0	Oct.	D. Davies -	2nd	F. Robins -	2nd
					J. Richards -	1st	E. Davies -	1st
Pontypool, Charity N.	16 10 0	- -	106 0 0	"	E. Daniel -	5th	J. Trudgeon -	5th
					D. Moseley -	3rd	J. Cecil - -	5th
							M. A. Dovey -	1st
Rhymney, Iron - N. Works.	21 10 0	- -	- - -	"				
Total - -	163 0 0	- -	595 0 0					
NORFOLK.								
Barnham Broom - N.	13 0 0	- -	- - -	Oct.				
Burgh Apton - N.	14 0 0	- -	15 0 0	"	- - -	—	C. Farrow -	1st
Burnham - - N.	20 0 0	- -	44 0 0	Dec.	J. Hamps -	4th		
					J. Lawrence -	4th		
Castle Rising - N.	15 0 0	- -	15 0 0	Jan.	R. Drew -	1st		
Downham Market N.	25 0 0	- -	68 0 0	Dec.	C. Rowley -	3rd	S. Weeks -	3rd
					J. S. Bush -	1st	E. S. Newton -	1st
Fakenham - - N.	34 0 0	- -	15 0 0	Nov.	- - -	—	S. J. Rowe -	1st
Fritton and Morningthorpe. N.	- - -	- -	22 10 0	Dec.	- - -	—	M. Gooch -	4th
Geldestone - - B.	16 10 0	- -	17 10 0	April	J. Bellward -	2nd		
Hockwold-cum-Wilton. N.	- - -	- -	42 10 0	March	H. Johnson -	3rd	E. Sparke -	4th
Holkham, Parochial N.	16 10 0	- -	- - -	Nov.				
Lakenham, St. Mark's. N.	32 10 0	- -	73 0 0	"	G. Lack - -	2nd	H. Livock -	3rd
					C. Armes -	2nd	A. Rushmer -	3rd
Loddon - - N.	10 0 0	- -	- - -	Oct.				
Lynn - - - B.	12 0 0	- -	100 0 0	April	C. Bird - -	5th	B. A. Jackson	1st
					W. M. Burch -	4th		
					J. R. Robin -	4th		
					T. Young -	3rd		
Lynn, St. John's - N.	16 10 0	25	17 10 0	Dec.	W. Targett -	2nd		
Lynn, South, All Saints'. N.	18 0 0	- -	110 10 0	"	J. Hammond -	4th	H. Halliday -	1st
					W. Pratt -	4th		
					J. C. Codling -	4th		
					G. Kent -	3rd		
					R. J. Ives -	1st		
Mitford and Launditch. P.U.	- - -	- -	15 0 0	Jan.	W. Seaman -	5th		
Norwich, Model - N. (Boys).	23 0 0	25	124 10 0	Nov.	A. Plumstead	3rd		
					A. Woods -	3rd		
					C. Seerles -	3rd		
					F. Woods -	2nd		
					C. Taylor -	1st		
					W. Wilkinson	1st		
					J. Drake -	1st		
					A. Capon -	1st		
Norwich, Model (Girls). N.	14 0 0	- -	161 0 0	Nov.	- - -	—	M. Groom -	3rd
							M. A. Norton -	2nd
							H. M. Murton	2nd
							J. Phillips -	2nd
							S. Bolton -	2nd
							M. J. Bellamy	1st
							M. J. Alger -	1st
							R. Alger - -	1st
							S. Wills - -	1st
							M. A. Cooper -	1st
							M. A. Bunn -	1st
Norwich Training -	16 0 0	- -	- - -	Jan.				
Norwich, Octagon Chapel. B.	- - -	- -	44 0 0	April	- - -	—	C. Burroughs	4th
							H. Salkind -	4th
Norwich, St. Stephen's. N.	20 0 0	- -	- - -	Oct.				

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NORTHUMBERLAND.	£ s. d.	£	£ s. d.					
Acklington - - N.	27 10 0	- -	17 10 0	Feb.	J. Lambert -	2nd		
Acomb, Township N.	16 10 0	- -	- - -	Oct.				
Alnwick - - N.	- -	- -	167 10 0	Dec.	T. F. Middlemas.	5th	E. F. Collingwood.	5th
					J. Wilson -	4th	A. Hoy - -	4th
					G. Jobson -	3rd	J. Eadington -	4th
					G. Caseley -	2nd	M. Turner -	4th
Alnwick (Duke of Northumberland's). N.	25 0 0	- -	17 10 0	„	J. Hunter -	2nd		
Alnwick - - R.C.	10 0 0	- -	30 0 0	July	E. Murray -	1st	E. King - -	1st
Anick - - - N.	18 0 0	- -	- - -	Oct.				
Berwick-on-Tweed, Charity.	25 0 0	- -	87 10 0	April	A. Purvis -	5th		
					T. A. Purvis -	5th		
					A. Drysdale -	4th		
					J. Drummond	3rd		
Berwick-on-Tweed. P.U.	- -	- -	15 0 0	Sept.	W. F. Braby -	5th		
Berwick-on-Tweed (Infants). B.	15 0 0	- -	29 0 0	June	- - -	—	A. Brown -	1st
							J. Brown -	1st
Cambo - - - N.	21 10 0	- -	15 0 0	Feb.	J. Bell - -	1st		
Heddon-on-the-Wall. N.	20 0 0	- -	52 0 0	„	W. Tulip -	3rd		
					W. Hendry -	3rd		
					G. Nixon -	1st		
Hexham, St. Mary's R.C.	- -	- -	15 0 0	March	- - -	—	J. Armstrong -	1st
Hexham, Subscription. N.	16 10 0	- -	72 10 0	Oct.	T. Rind - -	3rd		
					F. Woodmass	3rd		
					T. Ritson -	3rd		
					H. H. Pearson	2nd		
Horncliffe - - B.	18 0 0	- -	- - -	June				
Lesbury - - N.	16 10 0	- -	15 0 0	Feb.	W. D. Tait -	1st		
Morpeth, Presbyterian	20 0 0	- -	- - -	July				
Morpeth, St. James' N.	11 0 0	- -	82 0 0	March	J. Rutledge -	5th	J. Hepple -	1st
					W. Haswell -	5th		
					W. Watson -	3rd		
Newcastle-on-Tyne N. (Castle Garth).	18 0 0	- -	- - -	„				
Newcastle-on-Tyne B. (Jubilee).	18 0 0	- -	- - -	July				
Newcastle-on-Tyne B. (Sally-port) (Infants).	10 0 0	- -	- - -	June				
Newcastle, St. Andrew's. N.	20 0 0	- -	83 10 0	March	J. Fleming -	2nd	S. J. Dobson -	4th
					S. Storey -	2nd	M. B. Gibbon -	1st
							M. Willoughby	1st
Newcastle St. Andrew's. R.C.	36 0 0	25	227 10 0	„	T. Murphy -	4th	M. Murray -	5th
					C. M'Key -	3rd	A. Harrison -	5th
					J. M'Iver -	1st	S. Summerbell	5th
					F. Young -	1st	M. A. Crudis	3rd
					W. Kelly -	1st	M. Kane - -	2nd
							E. Graham -	2nd
							E. Crudis -	1st
							J. Wilson -	1st
Newcastle, St. John's. N.	18 0 0	- -	67 10 0	April	J. Sewell -	4th		
					W. Davidson -	3rd		
					J. Brown -	1st		
					T. Pearcy -	1st		
Newcastle St. Thomas'. N.	20 0 0	- -	98 10 0	„	W. Harrison -	4th		
					R. Willoughby	2nd		
					J. V. Gerner -	2nd		
					J. Douglass -	2nd		
					W. Mackreth -	2nd		
					W. Dickson -	1st		
Norham - - N.	- -	- -	17 10 0	„	- - -	—	H. Wall -	2nd
Ovington - - N.	15 0 0	- -	39 0 0	March	J. R. Waugh -	3rd		
					J. Waugh -	3rd		
Scremerston - - N.	- -	- -	17 10 0	„	J. Blackett -	2nd		

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OXFORDSHIRE.	£ s. d.	£	£ s. d.					
Assendon - - R.C.	- - -	- -	17 10 0	March	- - -	—	M. Clewer -	2nd
Banbury - - N.	43 0 0	- -	124 10 0	May	J. Neale -	4th	M. Weller -	4th
					G. Charles -	4th	C. Gardner -	4th
							E. Gillett -	4th
							M. Adams -	1st
Banbury - - B.	10 0 0	- -	105 0 0	Oct.	J. Collett -	5th	S. Miles -	2nd
					W. Linnell -	5th		
					J. Henchman	4th		
					C. J. Dawson	3rd		
Banbury, Central, B. (Infants).	- -	- -	67 10 0	„	- - -	—	S. Hyde -	4th
							E. Glaze -	2nd
							C. Wells -	2nd
							M. Davis -	1st
Banbury, St. - R.C. John's.	14 0 0	- -	34 0 0	March	- - -	—	E. Turner -	2nd
							M. Briscoe -	2nd
Benson - - N.	- -	- -	40 10 0	June	- - -	—	E. Spyer -	2nd
							E. Honey -	2nd
							E. Eccleston -	2nd
Benson - - B.	- -	- -	34 0 0	April	R. T. Vernon -	2nd		
					E. Brasher -	2nd		
					J. Jacob - -	1st		
					(*Honorary*).			
Bradwell - - N.	- -		17 10 0	June	- - -	—	E. Child -	2nd
Cherwell (Infants) B.	- -	- -	36 10 0	Oct.	- - -	—	E. Shaw -	3rd
							A. Humphries	2nd
Chipping Norton - N.	21 10 0	- -	17 10 0	May	C. Warren -	2nd		
Churchill and - N. Sarsden.	18 0 0	- -	- - -	June				
Cowley - - N.	23 0 0	- -	17 10 0	May	T. Parkinson -	2nd		
Cuddesdon - - N.	15 0 0	- -	22 10 0	„	W. Gunn	4th		
Henley-on-Thames N.	15 0 0	- -	88 0 0	„	G. S. Dunn -	5th	A. M. Pither -	5th
					D. Freeman -	5th	E. Webb -	1st
Ibstone - - N.	12 0 0	- -	- - -	„				
Launton - - N.	16 10 0	- -	- - -	„				
Lewknor - - N.	- -	- -	40 0 0	„	G. Crowdy -	5th		
					S. Waters -	5th		
Nuneham - - N.	20 0 0	- -	20 0 0	June	J. Betteridge	3rd		
Oxford, Blue Coat -	15 0 0	- -	22 10 0	„	J. Miller -	4th		
Oxford, City - P.U.	- -	- -	11 5 0	Aug.	H. Wiggins -	2nd		
Oxford, St. Paul's N.	34 0 0	- -	44 0 0	May	- - -	—	A. Morley -	5th
							E. S. Michaux	3rd
Tew, Great, Endowed	25 0 0	- -	- - -	Oct.				
Witney - - - N.	- -	- -	44 0 0	May	R. Hutt -	4th		
					J. L. Rowles -	4th		
Witney - - Wes.	- -	- -	41 10 0	Oct.	J. Marriott -	4th		
					M. H. Heys -	3rd		
					D. Hicks	1st		
					(*Honorary*).			
Total - -	282 0 0	- -	853 15 0					
RUTLANDSHIRE.								
Ashwell - - N.	13 0 0	- -	- - -	Dec.				
Empingham Foster, Charity.	- -	- -	22 10 0	„	J. Barnacle -	4th		
Hambleton - - N.	15 0 0	- -	- - -	Nov.				
Oakham - - N.	25 0 0	- -	17 10 0	Dec.	R. Mills - -	2nd		
Uppingham - - N.	30 0 0	- -	15 0 0	July	W. O. Barnes	1st		
Total - -	83 0 0	- -	55 0 0					

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	£ s. d.	£	£ s. d.			
Bath, Beacon Hill - N.	- - -	- -	37 10 0	Nov.	F. Noad - - 1st	E. Rawlins - 4th
Bath, St. Saviour's - N.	30 0 0	- -	66 10 0	„	G. Sainsbury - 5th	E. Pinker - 3rd
					W. Wotton - 4th	
Bath, Trinity - N.	- -	- -	15 0 0	„	E. M. Pike - 1st	
Bath, Weymouth House. - N.	31 0 0	- -	127 0 0	Dec.	J. Hazard - 5th	E. J. Roberts - 5th
					C. Twite - 4th	C. E. Wilks - 2nd
					J. Roberts - 1st	E. W. Wilks - 1st
					E. Taylor - 1st	
Bedminster - - N.	12 0 0	- -	125 0 0	Nov.	J. Welsh - 4th	M. J. Wilkins 1st
					J. H. Williams 3rd	M. Poole - 1st
					J. Cox - - 2nd	A. Salter - - 1st
					E. G. Harden 1st	A. M. Haskins 1st
Bedminster - - B.	18 0 0	- -	63 0 0	March	W. Bonberry - 1st	J. Edbrooke - 3rd
					J. N. Lovell - 1st	M.E.Hammett 1st
Bleadon - - N.	20 0 0	- -	- - -	Oct.		
Bridgwater (Dr. Morgan's). - N.	16 10 0	- -	69 10 0	Feb.	G. C. Fisher - 5th	
					W. P. Hartwell 5th	
					R. Ellworthy - 4th	
Bridgwater, Provident Place.	15 0 0	- -	34 0 0	Oct.	- - - —	E. M. Burton - 3rd
						L. Burton - 1st
Bruton - - - N.	- -	- -	15 0 0	Dec.	- - - —	E. Hall - - 1st
Butleigh - - Par.	21 10 0	- -	29 0 0	Jan.	E. Watson - 1st	
					W. Ford - - 1st	
Cannington (Mixed) N.	16 10 0	- -	37 10 0	Feb.	T. Hawkins - 4th	R. Rice - - 1st
Clevedon - - N.	15 0 0	- -	- - -	Nov.		
Coker, East - - B.	21 10 0	20	59 0 0	Oct.	G. Gill - - 3rd	G. Wakefield - 3rd
						S. Mullings - 3rd
Combe Down - N.	- -	- -	25 0 0	Nov.	E. Greenway - 5th	
Combe, St. Nicholas' N.	23 0 0	- -	- - -	Feb.		
Crewkerne - - N.	31 10 0	- -	35 0 0	„	J. Sight - - 1st	C. Brake - 3rd
Curry, North - N.	15 0 0	- -	15 0 0	„	- - - —	J. Salway - 1st
Evercreech, Ch. Ch. N.	33 0 0	- -	54 0 0	Nov.	W. Carter - 5th	E. C. Bentley - 1st
					J. Clavey - 1st	
Failand - - N.	- -	- -	12 10 0	Dec.	J. Wedmore (S.M.) 2nd	
Freshford - - Par.	- -	- -	20 0 0	Nov.	- - - —	E. Holley - 3rd
Frome Selwood - N.	21 10 0	- -	22 10 0	„	S. Dyer - 4th	
Lyncombe, St. Mark's. - N.	11 0 0	- -	158 0 0	„	H. Ullyett - 4th	J. White - 4th
					W. Stevens - 2nd	J. Wingrove . 2nd
						E. Trowbridge 5th
						H. Holbrow - 5th
						J. Greenslade - 3rd
						M. L. Hellier - 1st
Lyncombe and Widcomb. - N.	18 0 0	- -	68 0 0	„	G. Fleming - 2nd	S. Fleming - 2nd
					H. Stephens - 2nd	S. Gibbs - 2nd
Martock - - N.	- -	- -	31 10 0	Feb.	W. Ash - 2nd	
					J. Wellington 1st	
Midsomer Norton - N.	- -	- -	36 10 0	Nov.	J. Millward - 3rd	
					F. Gulliford - 2nd	
Milverton - - N.	18 0 0	- -	109 0 0	Feb.	H. Frost - 5th	C. Atkins - 4th
					J. R. Stook - 3rd	E. Templar - 2nd
					T. Zeal - 1st	E Thomas - 1st
Montacute - - N.	- -	- -	56 10 0	Jan.	G. Hayes - 3rd	J. Pridham - 2nd
					W. Brickell - 3rd	
Paulton - - N.	29 10 0	- -	32 10 0	Nov.	J. Churchill - 2nd	E. Pyke - - 1st
Pennard, West - N.	39 0 0	- -	63 0 0	Jan.	R. James - 2nd	D. Adams - 1st
					T. Ball - 2nd	M.A. Mace - 1st
Petherton, North - N.	16 10 0	- -	25 0 0	Feb.	H. Slocombe - 5th	
Pill, Benevolent - -	- -	- -	39 0 0	April	F. J. Webb - 4th	
					J. Fairbairn - 2nd	
Pill - - - B.	11 0 0	- -	46 10 0	„	- - - —	M. C. A. Bryant 5th
						M. Coles - 4th
Pitminster - - N.	15 0 0	- -	- - -	Feb.		
Radstock - - N.	18 0 0	- -	64 10 0	Nov.	W. Hutton - 5th	
					A. Smith - 4th	
					C. Parnell - 3rd	
Rockwell Green - N.	- -	- -	56 10 0	Feb.	F. Adams - 4th	E. H. Blackmore. 1st
					J. S. Janes - 3rd	

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	£ s. d.	£	£ s. d.					
Bursiem - Wes.	21 10 0	- -	105 0 0	Oct.	J. Mayer -	5th	C. Johnson -	1st
					G. Bolt - -	5th		
					T. S. Harvey -	4th		
					R. Hopkinson	4th		
Burton-on-Trent, Ch. Ch. N.	39 0 0	25	113 0 0	Dec.	J. Warren -	4th	M. Wilson -	5th
					C. Lenton -	3rd	M. Fearn -	3rd
							R. Slater -	4th
							E. Wilson -	1st
Burton-on-Trent - B.	10 0 0	- -	17 10 0	Sept.	E. Cotton -	2nd		
Bushbury - - N.	16 10 0	- -	22 10 0	April	G. Wright -	4th		
Cannock - - N.	16 10 0	25	20 0 0	Oct.	J. Trecolla -	3rd		
Cheadle - - N.	14 0 0	- -	65 0 0	Nov.	I. Pyatt -	1st	E. Pyatt -	2nd
							E. Plant -	2nd
							L. A. Bettany -	2nd
							E. Smith -	2nd
Cheadle, St. Giles' R.C.	30 10 0	20	61 10 0	Sept.	J. Strain -	4th	E. Hunt -	4th
							E. Howlett -	2nd
Cheadle, St. Wilfred's. R.C.	10 0 0	- -	- - -	March				
Chesterton - - N.	16 10 0	- -	49 0 0	Oct.	R. Franklin -	2nd	E. Rhodes -	2nd
							P. Middleton -	1st
Cobridge - R.C.	28 10 0	- -	35 0 0	Sept.	A. Simms -	2nd	L. Robinson -	2nd
Coseley, Ch. Ch. - N.	- -	- -	101 0 0	April	J. Dudley -	4th	S. Caddick -	4th
					T. Dukes -	3rd	L. Brown -	4th
							E. Armson -	2nd
Cresswell, St. Mary's. R.C.	20 0 0	- -	32 10 0	March	J. Bagnall -	1st	M. Bagnall -	2nd
Darlaston, St. George's. N.	18 0 0	- -	17 10 0	„	W. Meakin -	2nd		
Draycott in Hanbury. N.	16 0 0	- -	17 10 0	Oct.	- - -	—	A. Barlow -	2nd
Ellastone - - N.	13 0 0	- -	37 10 0	Dec.	J. Finney -	3rd	E. Such -	2nd
Essington - - N.	- -	- -	20 0 0	April	- - -	—	A. Burton -	3rd
Etruria - - B.	20 0 0	- -	- - -	Oct.				
Ettingshall - Wes.	16 10 0	- -	22 10 0	Feb.	S. Hardy -	4th		
Fenton - - N.	16 10 0	- -	- - -	Oct.				
Frechay, St. Chad's N.	26 10 0	20	15 0 0	Dec.	- - -	—	E. Whitehurst	1st
Goldenhill - - N.	16 10 0	- -	41 10 0	Nov.	H. Glover -	4th		
					G. Nixon -	3rd		
Harborne - - N.	18 0 0	- -	20 0 0	April	J. Freeman -	3rd		
Hartshill - - N.	23 0 0	- -	- - -	Nov.				
Ipstones, Agricultural. N.	21 10 0	25	- - -	Oct.				
Kidsgrove - - N.	36 0 0	- -	78 0 0	Nov.	G. Dale -	5th	H. Hammond -	5th
					J. Stainer -	1st	M. J. Morris -	1st
Kingswinford, St. Mary's. N.	27 10 0	- -	17 10 0	- - -	- - -	—	M. S. Fasey -	2nd
Lapley and Wheaton Aston. N.	15 0 0	- -	- - -	Oct.				
Leek, St. Luke's - N.	15 0 0	- -	- - -	„				
Lichfield, Miners' Endowed.	21 10 0	- -	- - -	Dec.				
Lichfield, St. Mary's N.	10 0 0	- -	17 10 0	Jan.	- - -	—	E. Henney -	2nd
Madeley, Endowed N.	21 10 0	- -	47 10 0	Oct.	J. Lloyd -	5th	S. Bursiem -	4th
Mayfield - - N.	13 0 0	- -	31 10 0	Dec.	- - -	—	M. Woodward	2nd
							J. Kennedy -	1st
Milwich - - N.	15 0 0	- -	- - -	Oct.				
Newcastle-under-Lyne. N.	15 0 0	- -	67 0 0	Dec.	S. Gallimore -	5th		
					T. Shufflebotham.	4th		
					James Bryan -	4th		
Newcastle-under Lyne, S. George's. N.	- -	- -	57 0 0	„	- - -	—	E. Woodwiss -	3rd
							E. Mason -	3rd
							M. A. Harrison	3rd
Normacot - - N.	15 0 0	- -	- - -	Oct.				
Norton Canes - N.	15 0 0	- -	- - -	Sept.				

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	£ s. d.	£	£ s. d.			
Wolverhampton, N. (Collegiate Ch.) St. Peter's.	31 10 0	- -	63 0 0	- -	T. Johnstone - 1st G. Whitehouse 1st	A. Dalton - 1st H. Hurford - 3rd
Wolverhampton, Wes. Darlington Street.	18 0 0	- -	- - -	Dec.		
Wolverhampton, N. St. George's.	15 0 0	- -	17 10 0	March	J. A. Box - 2nd	
Wolverhampton, N. St. John's.	21 10 0	- -	25 0 0	"	A. Walton - 5th	
Wolverhampton, N. St. Matthew's.	14 0 0	- -	- - -	"		
Wolverhampton, R.C. St. Patrick's and St. George's.	43 0 0	- -	188 0 0	Sept.	M. Reed - 4th J. Healy - 3rd J. Griffin - 2nd	E. Sparrow - 5th S. Humphries 5th B. Shanley - 5th R. Ketley - 5th E. M'Cann - 4th A. Grainger - 2nd
Wolverhampton, N. St. Paul's.	36 0 0	- -	119 10 0	April	J. Elliott - 4th J. Scovell - 3rd G. Bladen - 1st	S. Shore - 4th M. Davies - 2nd J. Mautton - 1st S. Williams - 1st
Wolverhampton, N. Snow Hill. Congregational.	21 10 0	- -	44 0 0	Feb.	W. Derry - 1st J. Hardy - 1st	R. Caddick - 1st
Total - -	1,615 0 0	165	3,735 0 0			
SUFFOLK.						
Aldeburgh - - N.	15 0 0	- -	38 10 0	Aug.	T. Knights - 3rd G. Pheby - 2nd	
Beccles - - N.	14 0 0	- -	- - -	Oct.		
Benhall (Mixed) - N.	11 0 0	- -	- - -	Aug.		
Bentley - - N.	20 0 0	- -	- - -	Oct.		
Bildeston - - N.	- -	- -	15 0 0	July	T.O.Emmerson 1st	
Bunwy.St.Mary's N.	20 0 0	- -	- - -	Aug.		
Bures, St. Mary's N.	15 0 0	25	39 0 0	July	F. Smith - 3rd J. Hunt - 3rd	
Bury St.Edmunds', N. St. James'.	18 0 0	- -	- - -	Oct.		
Freckenham - N.	18 0 0	- -	- - -	"		
Hadleigh - - N.	23 0 0	- -	41 10 0	July	A. Spooner - 4th H. Warren - 3rd	
Hadleigh - - B.	- -	- -	20 0 0	April	F. H. Corder - 3rd	
Halesworth - - N.	38 0 0	- -	94 10 0	Aug.	R. Miller - 3rd G. F. Chappell 1st	C. Beamish - 2nd E. Marshall - 1st C. Freeman - 1st L. Balls - - 1st
Helmingham - N.	20 0 0	- -	31 10 0	"	A. Gooderham 1st W. Groome - 2nd	
Ipswich - - P.U.	- -	- -	12 10 0	Jan.	- - - —	A. Peeling - 3rd
Ipswich - - Wes.	20 0 0	- -	72 10 0	April	E. Meadows - 4th J. Dennant - 3rd T. W. Burwood 3rd J. Hawes - 1st	
Ipswich, Nottidge N. (Infants).	- -	- -	34 0 0	July	- - - —	E. Baxter - 2nd E. M. Buckingham. 2nd
Ipswich, St. Clement's. N.	39 0 0	- -	171 10 0	Aug.	W. S. Keary - 4th W. M. Fisk - 3rd G. Hunt - - 1st	E. Jennings - 2nd E. Parker - 2nd E. Simpson - 1st S. Schulen - 5th L. Cadge - 3rd C. Croydon - 1st C. Fisk - - 1st
Ipswich, St. Margaret's. N.	- -	- -	40 0 0	"	H.C.Humpress 2nd T. J. Chisnall - 2nd	E. Oxborrow - 1st

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	£ s. d.	£	£ s. d.					
Bermondsey, St. James', Spa Road. N.	31 0 0	- -	72 0 0	March	G. Watson -	4th	E. Aylett -	4th
					J. Noke - -	1st		
					W. T. Martin -	1st		
Bermondsey, Star Corner. N.	20 0 0	25	- - -	July				
Borough Road, Model. B.	41 0 0	- -	506 10 0	Jan.	J. B. Allan -	5th	A. E. Parish -	5th
					C. W. Croad -	5th	M. J. Ludlow -	5th
					A. G. Beale -	4th	E. Pearce -	4th
					R. S. Barrow -	4th	G.G.Snelgrove	4th
					H. J. Croad -	2nd	R. Ings -	3rd
					J. Grainger -	1st	S. A. Salter -	3rd
					G. Collins -	1st	A. L. Ludlow -	3rd
					W. T. Beattie	1st	A. Collins -	2nd
					W. Campbell -	1st	E. Parish -	2nd
					E. Cooper -	1st	L. Walker -	2nd
					E. Parker -	1st	J. P. Edwards	2nd
					A. Nicholls -	1st	J. Mitchell -	1st
					W. Cook - -	1st	S. J. Johnson -	1st
					W. Tuck -	1st	M. B. Dibley -	1st
					A. Rooklin -	1st	E. Tucker -	1st
					O. Manby -	1st		
Borough Road, Training. B.	25 0 0	- -	- - -	„				
Bramley - - N.	- -	- -	35 0 0	April	J. Hunt - -	2nd	E. Lemon -	2nd
Camberwell, Camden Chapel. N.	30 10 0	- -	119 10 0	Sept.	C. Popplestone	3rd	F. Trayt -	4th
					G. Clarke -	3rd	E. Deavin -	3rd
					M. G. Waterhouse.	1st	M. A. Butterfield.	1st
							J. Mears -	1st
Camberwell, Ch. Ch. N.	38 0 0	- -	124 10 0	May	W. J. P. Harris	5th	E. Lincoln -	5th
					W. T. Kennett	2nd	S. J. Fisher -	2nd
					G. Tyler - -	1st	L. Wilkins -	2nd
							M. A. Griffiths	1st
Camberwell, Crawford Street. B.	31 10 0	- -	96 10 0	Jan.	E. Robinson -	5th	M. Chiswell -	2nd
					H. W. Mountier.	4th	E. Price -	1st
					J. W. Judd -	2nd	M. Cunington	1st
Camberwell, Green Coat. N.	30 0 0	25	56 10 0	Dec.	W. Abrams -	3rd	F. Bagley -	4th
							H. Stibbe -	1st
Camberwell, Leipsic Road. B.	16 10 0	- -	72 10 0	Feb.	T. H. Woodman	5th		
					W. H. Priest -	4th		
					J. Brigham -	1st		
					F. Lecquire -	1st		
Cheam and Cuddington. N.	- -	- -	15 0 0	Jan.	J. Lewis - -	1st		
Chertsey - P.U.	- -	- -	13 15 0	July				
Clapham - - N.	20 0 0	- -	62 10 0	June	C. Wall - -	4th		
					F. Atcheson -	2nd		
					J. King -	2nd		
					C. Maxted -	2nd		
					H. E. Bone -	1st		
Clapham - - B.	20 0 0	- -	- - -	Feb.				
Clapham (Bowyer's). N.	- -	- -	75 10 0	June	T. Clowser -	4th	E. Bodman -	5th
					W. Bird -	1st	S. Studdle -	1st
Clapham, St. Mary's. R.C.	25 0 0	- -	22 10 0	July	J. G. Barrett -	4th		
Cranley - - N.	26 0 0	25	47 10 0	March	G. Walters -	5th	S. A. Edwards	4th
Croydon, St. George's (Boys). N.	15 0 0	- -	49 10 0	Dec.	J. Holdham -	3rd		
					W. Gibbins -	2nd		
					I. Wilkins -	1st		
Croydon (Girls) - N.	12 0 0	- -	64 10 0	„	- - -	—	A. Addison -	5th
							J. Whitmore -	5th
							L. Sharpe -	2nd
Croydon, (Archbishop Tenison's). N.	10 0 0	- -	60 10 0	Jan.	H. Harman -	2nd	H. Hemmings	1st
					J. W. Tullott -	1st	E. Morrant -	1st
Croydon - - B.	12 0 0	- -	92 0 0	„	W. Browning -	3rd	A. Winder -	1st
					C. Love -	2nd	L. Block -	1st
					J. Fulford -	2nd	F. Alchen -	1st
					A. Beoliff -	1st		

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	£ s. d.	£	£ s. d.					
Richmond, St. John's. N.	- - -	- -	15 0 0	Oct.	- - -	—	M. Callandar -	1st
Richmond, St. Elizabeth's. R.C.	10 0 0	- -	- - -	Aug.				
Ripley - - - N.	28 0 0	- -	- - -	April				
Rotherhithe (Amicable Society's).	20 0 0	- -	59 10 0	June	H. Worseldine	5th		
					R. J. Larcombe	4th		
					J. Smith -	1st		
Rotherhithe, Deptford Road. N.	10 0 0	- -	153 0 0	„	H. Bird -	1st	S. C. Cox -	4th
					C. G. Forrest -	1st	S. L. Solomon	4th
							C. Tippett -	4th
							E. A. Grace -	2nd
							J. Carr -	2nd
							L. J. Bailey -	2nd
							J. Friar -	1st
Rotherhithe, (Green Coat School) Clarence Street. N.	11 0 0	- -	52 0 0	Jan.	- - -	—	E. J. Carr -	3rd
							A. Robjant -	3rd
							M. A. Terry -	1st
Rotherhithe, St. Paul's. N.	- -	- -	44 0 0	Sept.	- - -	—	S. A. Bird -	4th
							H. Lewis -	4th
Rotherhithe, Trinity. N.	10 0 0	- -	40 0 0	Oct.	E. Catlin -	2nd	M. A. Hankin	1st
					G. M. Hamilton	2nd		
Southwark, St. George's. N.	33 10 0	- -	114 0 0	Jan.	G. R. Kidney	5th	F. Chapman -	4th
					J. Dell - -	4th	J. Cutter -	1st
					G. Pinker -	3rd		
					J. J. Chambers	1st		
Southwark, St. Jude's. N.	10 0 0	- -	112 0 0	May	W. Norton -	2nd	E. Spencer -	2nd
					J. J. Miller -	2nd	E. Looker -	2nd
					T. Sutton -	2nd	E. L. Roberts	2nd
					E. Burgess -	1st		
Southwark, St. Mary's. N.	33 10 0	- -	207 10 0	Dec.	T. Griffin -	2nd	E. Dove - -	5th
					C. Paterson -	2nd	S. Howell -	3rd
					E. C. Games -	1st	E. Scott -	1st
					T. Stevens -	1st	E. Davies -	1st
							A. Ellworthy -	5th
							H. Ingram -	5th
							H. Evans -	2nd
							M. Trayte -	1st
Southwark Chapel. Wes.	31 0 0	- -	82 0 0	Feb.	D. C. Moss -	5th	C. Littleton -	4th
					E. Moss - -	4th		
					W. Butler -	1st		
Stockwell - - N.	16 10 0	- -	90 10 0	Jan.	J. Randall -	5th	C. Mortimer -	4th
					L. Lock - -	4th	L. Taylor -	4th
Stockwell, St. Michael's. N.	31 0 0	- -	132 10 0	July	T. E. Heller -	5th	E. Mitchell -	3rd
					J. Wohlman -	3rd	M. Berryman	1st
					A. M'Dowall -	2nd	E. Pitman -	1st
					W. T. Pink -	1st	P. Preston -	1st
Streatham - - N.	35 0 0	- -	69 0 0	June	H. Large -	5th	C. Yoell - -	4th
					D. F. Arnold -	4th		
Surbiton - - N.	15 0 0	- -	25 0 0	Jan.	A. Botten -	5th		
Surrey, North District School. P.U.	- -	- -	67 15 0	May	E. Snoxell -	4th	E. Darby -	2nd
					R. Sutton -	4th	S. Snoxall -	2nd
					J. Hill - -	3rd		
					H. Pratt - -	2nd		
Tandridge, Oxted, and Godstone. N.	- -	- -	46 10 0	March	G. Baker -	5th		
					G. Finch -	4th		
Thorpe - - - N.	15 0 0	- -	- - -	Dec.				
Tooting, Lower - N.	26 0 0	- -	80 10 0	May	E. Jones -	4th	J. Nicholls -	5th
					A. T. Austen -	1st	E. Coleman -	3rd
Vauxhall (Price's Candle Factory).	23 0 0	- -	- - -	July				
Vauxhall Walk Wes.	- -	- -	121 10 0	Feb.	J. Bennett -	2nd	M. A. Reynolds	5th
					A. Kennedy -	1st	E. Clynick -	5th
							M. S. Hulford	5th
							E. Shelton -	3rd
							R. S. M. Cahill (*Honorary*).	1st

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	£ s. d.	£	£ s. d.					
Chichester, Tower B. Street.	23 0 0	- -	119 10 0	Aug.	G. H. Matthews	3rd	C. Stroud -	2nd
					J. Adkins -	3rd	E. Aylward -	1st
					J. Inkpen -	3rd		
					T. Carey -	2nd		
					H. Ayling -	2nd		
Compton and Up N. Marden.	15 0 0	- -	- - -	Sept.				
Eastbourne - - N.	34 10 0	- -	59 0 0	July	W. Rollison -	3rd	E. Wilkins -	5th
					G. Weston -	1st		
Falmer - - N.	18 0 0	- -	- - -	Aug.				
Forest Row - - N.	33 0 0	- -	35 0 0	March	C. Morris -	2nd	J. Waters -	2nd
Frant (Tonbridge N. Wells).	16 10 0	- -	32 10 0	April	H. Lade -	1st	M. A. Gilbert -	2nd
Hadlow Down - N.	- -	- -	41 10 0	"	H. Denness -	4th		
					W. Burgess -	3rd		
Hartfield - - N.	- -	- -	17 10 0	"	T. Kember -	2nd		
Hastings, All N. Saints' and St. Clement's.	10 0 0	20	119 0 0	July	W. G. J. Davies	4th	J. A. Rufford -	5th
					W. H. Sutton	2nd	A. R. Davies -	5th
					S. Kent -	1st	F. Tindall -	3rd
Hastings, St. N. Mary's.	11 0 0	- -	54 0 0	"	C. Foster -	3rd	E. Bumstead -	2nd
					E. Morfee -	2nd		
Hellingley - - N.	- -	- -	46 10 0	"	J. Thomas -	5th		
					H. Plowright -	4th		
Horsham - - N.	- -	- -	17 10 0	April	H. Hobden -	2nd		
Hurst Pierrepoint N.	14 0 0	- -	40 0 0	Aug.	A. Gosney -	2nd	J. Gander -	4th
Leonard's, St., on N. Sea.	18 0 0	- -	75 10 0	July	J. A. Moon -	2nd	S. Barnes -	4th
					J. E. Chandler	2nd	P. Hall -	3rd
Leonard's, St., on R.C. Sea, All Souls'.	- -	- -	31 10 0	"	- - -	—	M. Quin -	2nd
							E. McVicar -	1st
Lewes - - - N.	34 0 0	- -	101 0 0	"	A. Davey -	5th	H. Tasker -	3rd
					W. Weller -	3rd	L. Hemsley -	3rd
							H. Kenward -	3rd
Mayfield - - Par.	15 0 0	- -	46 10 0	March	W. Hall -	5th		
					A. Foard -	4th		
Mayfield (Girls) - N.	- -	- -	15 0 0	"	- - -	—	M. A. Pennel -	1st
Newhaven - - N.	- -	- -	17 10 0	July	- - -		E. Welsh -	2nd
Rye - - Wes.	- -	- -	17 10 0	Aug.	O. Gibson -	2nd		
Selmeston - - N.	10 0 0	- -	17 10 0	"	- - -	—	M. Payne -	2nd
Slinfold - - N.	11 0 0	- -	17 10 0	April	- - -	—	E. Richardson	2nd
Southborne and N. Seaside.	23 0 0	- -	31 10 0	Aug.	J. R. Roberts -	2nd		
					J. Waymark -	1st		
Staple Cross Wes.	18 0 0	- -	35 0 0	—	J. Benge -	2nd	J. H. Sinden -	2nd
Tiechurst - - N.	29 0 0	- -	35 0 0	April	J. T. Baker -	2nd	H. Young -	2nd
Tillington - - N.	30 0 0	- -	- - -	"				
Twyford - - N.	- -	- -	17 10 0	"	H. Bates -	2nd		
Uckfield - - Par.	13 0 0	- -	46 10 0	"	W. Burton -	2nd	E. Matthew -	1st
					A. Troing -	1st		
Wadhurst, Best N. Beech Hill District.	11 0 0	- -	- - -	"				
Waltham, Cold - N.	15 0 0	- -	17 10 0	July	W. J. Roberts	2nd		
Warnham - - N.	12 0 0	- -	15 0 0	April	- - -	—	E. Boorer -	1st
Westbourne - N.	16 10 0	- -	61 10 0	July	J. R. Winham	5th	I. Covington -	3rd
					I. Covington -	2nd		
Westmeston - N.	12 0 0	- -	- - -	Aug.				
Withyham, St. N. Michael's.	21 10 0	- -	20 0 0	March	S. Hewitt -	3rd		
Total - -	712 0 0	20	2,236 10 0					
WARWICKSHIRE.								
Alcester - - N.	- -	- -	51 10 0	July	J. E. Waring	3rd	M. Daniels -	1st
					A. Edwards -	2nd		
Attleborough - N.	15 0 0	- -	40 0 0	"	E. Croft -	5th		
					T. Ivens -	5th		

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	£ s. d.	£	£ s. d.					
Birmingham, Unitarian (Domestic Mission Society's).	12 0 0	- -	106 0 0	Feb.	J. Dowell -	5th	E. S. Ash -	4th
					H. Miles -	4th	E. Walton -	2nd
					W. Gunn -	4th		
Coventry, St. John's. N.	10 0 0	-	40 0 0	Aug.	J. Etchells -	3rd	M. A. Fiander	3rd
Coventry, St. Michael's. N.	28 0 0	25	15 0 0	„	F. Dowell -	1st		
Coventry, St. Peter's. N.	15 0 0	- -	36 10 0	„	J. Archer -	3rd		
					T. G. Fustin -	2nd		
Cubington - N.	15 0 0	- -	41 10 0	„	G. Green -	4th		
					T. Walton -	3rd		
Deritend, St. John's N.	16 10 0	- -	17 10 0	„	B. Roberts -	2nd		
Eatington - - N.	16 10 0	- -	- - -	Oct.				
Edgbaston - - N.	10 0 0	- -	71 10 0	Aug.	G. Grove -	5th	L. L. Pettit -	4th
					J. T. Jones -	5th		
Hampton-on-the-Hill. R.C.	10 0 0	- -	- - -	Jan.				
Itchington, Long, (Endowed).	25 0 0	- -	17 10 0	July	J. Flowers -	2nd		
Kingsbury (Endowed). N.	16 10 0	- -	36 10 0	„	E. Ison -	4th		
					R. Knight -	1st		
Kinwarton and Great Alne. N.	- -	- -	25 0 0	„	- - -	—	S. A. Matthews	5th
Leamington - - R.C.	23 0 0	- -	22 10 0	April	F. J. Crossley -	4th		
Nuneaton, Church Lane. N.	35 10 0	25	126 10 0	Aug.	F. K. Warde -	5th	C. C. Daffern -	5th
					W. Smith -	5th	E. James -	5th
							R. Alten -	2nd
							J. Denman -	1st
Rugby - - - Par.	16 10 0	- -	80 10 0	„	M. Neville -	4th	E. Hands -	4th
					A. Beasley -	4th	R. Horne -	1st
Rugby - - - Wes.	- -	- -	64 0 0	„	A. Foxen -	5th	M. A. Cleaver -	5th
					J. Parker -	1st		
Rugby (Elborow's) N.	20 0 0	- -	37 10 0	„	G. Olcrenshaw	3rd	L. Kenney -	2nd
Rugby, St. Matthew's (Infants). N.	23 0 0	- -	39 0 0	„	- - -	—	E. Sampson -	4th
							S. Satchell -	2nd
Shirley - - N.	29 10 0	- -	64 0 0	„	W. Dodd -	4th	E. Pickering -	4th
							E. Guest -	3rd
Stockingford. (Infants). N.	14 0 0	- -	46 10 0	„	- - -	—	E. Brogden -	5th
							M. A. Millward	4th
							A. M. Reynolds (*Honorary*).	1st
Sutton Coldfield - R.C.	11 0 0	- -	15 0 0	April	- - -	—	M. Stanley -	1st
Warwick, St. Mary's. (Borough). N.	10 0 0	- -	70 10 0	Aug.	W. R. Peare -	4th	S. Gulliver -	2nd
					J. T. Margoschis	1st	J. Perkins -	2nd
Worcester Diocesan Training, at Saltley, near Birmingham.	25 0 0	- -	- - -	Jan.				
Worcester Practising, at Saltley, near Birmingham.	25 0 0	- -	34 0 0	Aug.	J. S. Steane -	2nd		
					J. G. Kimpson	2nd		
Total - -	805 10 0	75	2,355 10 0					
WESTMORELAND.								
Birthwaite, St. Mary's. N.	- -	- -	25 0 0	Sept.	E. Craston -	5th		
Kendal - - - N.	15 0 0	- -	86 0 0	„	W. Walker -	3rd		
					G. Hunter -	1st		
					J. Brown -	1st		
					J. Scott -	1st		
					J. Tomlinson -	1st		
					R. Harrison -	1st		
Kendal, St. George's (Girls). N.	10 0 0	- -	15 0 0	„	- - -	—	M. E. Washington.	1st

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Durrington - N.	11 0 0	- -	20 0 0	Dec.	- - -	—	E. Smith -	3rd
Erchfont - - N.	20 0 0	- -	30 0 0	"	R. Wotten -	1st	H. Snook -	1st
Fisherton-Anger N.	16 10 0	- -	29 0 0	Feb.	R. R. Baker -	1st		
					G. Watcham -	1st		
Grafton, East - N.	15 0 0	- -	15 0 0	Jan.	E. Webber -	1st		
Highworth - - N.	20 0 0	- -	- - -	March				
Highworth and Swindon. P.U	-	- -	26 10 0	Oct.	- - -	—	F. Sanger -	5th
							C. Evans -	3rd
Hilperton - - N.	-	- -	20 0 0	Dec.	N. Walters -	3rd		
Hindon - - N.	16 10 0	- -	- - -	March				
Knoyle, East - N.	-	- -	31 10 0	Jan.	J. Fletcher -	2nd		
					S. Horlock -	1st		
Lacock - - - N.	15 0 0	- -	39 0 0	Dec.	E. Wilkins -	5th		
					W. Oaksford -	1st		
Latton - - - Par.	18 0 0	- -	- - -	March				
Maddington - N.	10 0 0	- -	- - -	Feb.				
Malmsbury - - N.	-	- -	29 0 0	Jan.	- - -	—	R. Lewis -	1st
							M. Ponting -	1st
Marlborough, St. Mary's. N.	29 10 0	- -	80 10 0	Dec.	W. Barrington	4th	C. Maten -	4th
					W. Palmer -	1st	E. Furnell -	4th
Marlborough, St. Peter's. N.	33 0 0	- -	88 0 0	"	A. Greenway -	4th	M. Gadd -	4th
					W. T. Wild -	4th	M. A. Hickman	4th
Melksham - - N.	26 0 0	- -	40 0 0	"	J. M. Price -	3rd	F. J. Selman -	3rd
Melksham - - B.	12 0 0	- -	69 0 0	April	J. Harding -	3rd	A. Pickett -	5th
							L. Read -	5th
Mere - - - N.	15 0 0	- -	41 10 0	Dec.	- - -	—	J. Ford -	4th
							S. Moors -	3rd
Monkton Farleigh N.	16 10 0							
Netheravon - - N.	11 0 0	- -	- - -	"				
Nettleton and Burton. N.	-	- -	34 0 0	"	- - -	—	E. Cole -	3rd
							S. Stephens -	1st
Newton, South N.	11 0 0	- -	- - -	"				
Purton - - - N.	-	- -	37 10 0	"	G. Ricks -	3rd	S. Daniels -	2nd
Redlynch - - N.	13 0 0	- -	15 0 0	Jan.	- - -	—	M. Maidment	1st
Salisbury - - N.	29 0 0	25	96 10 0	Dec.	T. Brode -	4th	C. J. Gray -	1st
					G. J. Coombs -	2nd	C. E. Jenkins	1st
					J. N. Massey -	2nd		
					E. C. Williams	1st		
Salisbury, (Model) N.	25 0 0	- -	17 10 0	Jan.	- - -	—	E. Barrett -	2nd
Salisbury, (Training)	16 0 0	- -	- - -	Jan.				
Salisbury - Wes.	18 0 0	- -	31 10 0	June	J. Saunders -	2nd		
					W. Walker -	1st		
Sherston - - B.	15 0 0	- -	64 0 0	March	C. Porter -	5th	S. Neale -	1st
					W. Woolnough	5th		
Stapleford - - N.	12 0 0	- -	- - -	"				
Staverton - - N.	-	- -	22 10 0	Dec.	- - -	—	E. Hudd -	4th
Swindon, New (Great Western Railway's).	20 0 0	- -	77 10 0	"	M. Thompson	5th		
					W. Martin -	4th		
					G. R. Braid -	3rd		
					R. Huggins -	1st		
Swindon - - N.	10 0 0	- -	15 0 0	March	- - -	—	S. Bizley -	1st
	a35 0 0	- -						
Trowbridge - - Par.	16 10 0	- -	158 0 0	Dec.	S. Lakin -	3rd	E. Ruddle -	5th
					G. Marks -	3rd	M. Sage -	4th
					F. Shepherd -	2nd	M. A. Stokes -	3rd
					G. Green -	1st	S. Oborne -	1st
					M. J. Drinkwater.	1st		
Trowbridge, Trinity N.	-	- -	41 10 0	"	- - -	—	M. Stokes -	4th
							E. Barnes -	3rd
Trowbridge - - B.	-	- -	42 0 0	April	H. Phillips -	1st		
					S. Dunn - -	1st		
					W. Haines -	1st		
Warminster - N.	47 10 0	25	129 0 0	Dec.	W. W. Exten -	3rd	E. Ponton -	2nd
					C. Carter -	2nd	E. Greatwood	2nd
					W. Curtis -	2nd	L. Curtis -	3rd
							M. Andrews -	1st

a Retiring pensions.

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YORKSHIRE.	£ s. d.	£	£ s. d.					
Ackworth (Girls) N.	10 0 0	- -	20 0 0	July	- - -	—	E. Dyson -	3rd
Ackworth, (Lowther's Hospital). N.	15 0 0	- -	- - -	„				
Addingham - - N.	- -	- -	17 10 0	March	J. Holmes -	2nd		
Aldborough, (Boys) N.	16 10 0	- -	49 0 0	June	F. Girling -	5th		
					J. Hardcastle -	5th		
Aldborough, (Girls) N.	10 0 0	- -	- - -	„				
Allerton - - B.	- -		15 0 0	April	J. Mercer -	1st		
Allerton Mauleverer. R.C.	16 10 0	- -	- - -	July				
Almondbury, Central. N.	36 10 0	- -	86 0 0	Dec.	J. Matthewman.	3rd	A. Sykes -	3rd
					R. Beaumont -	2nd	S.M.Vickerman	1st
					J. Crowther -	2nd		
Alverthorpe - N.	20 0 0	- -	- - -	Aug.				
Ardsley - - N.	20 0 0	- -	34 0 0	July	J. Moxon -	3rd		
					J. Driffield -	1st		
Armitage Bridge - N.	16 10 0	- -	96 0 0	Dec.	W. Dyson -	5th	H. Crowther -	3rd
					B. Taylor -	5th	P. Davison -	1st
					T. Heapenstall	1st		
Aston - - N.	12 0 0	- -	- - -	July				
Attercliffe (Boys) N.	18 0 0	- -	59 10 0	Aug.	W. Ward -	5th		
					G. Jelf -	3rd		
					J. Barnesley -	2nd		
Attercliffe (Girls) N.	- -	- -	54 10 0	„	- - -	—	A. Barnsley -	5th
							M. Broomhead	2nd
							C. Peech - -	1st
Balby - - - N.	14 0 0	- -	39 0 0	„	- - -	—	E. Braithwaite	5th
							S. Shaw - -	1st
Barnby Moor - N.	15 0 0	- -	- - -	May				
Barnsley - - N.	- -	- -	36 10 0	Aug.	G. Hemingway	3rd		
					A. Chappell -	2nd		
Barnsley, Holy Rood. R.C.	- -	- -	62 0 0	July	J. M'Ghee -	5th		
					D. Walters -	3rd		
					T. Carr -	3rd		
Barnsley, St. George's. N.	13 0 0	- -	70 0 0	Aug.	- - -	—	A. Hemingway	4th
							E. Harrison -	2nd
							A. E. Green -	2nd
							E. Rix - -	2nd
Barrow - - N.	23 0 0	- -	15 0 0	July	F. Frost -	1st		
Barwick in Elmet N.	16 10 0	- -	15 0 0	April	W. B. Foster -	1st		
Battyeford - - N.	14 0 0	- -	15 0 0	Nov.	- - -	—	E. L. Kay -	1st
Bedale - - - N.	- -	- -	56 10 0	March	W. Kirton -	4th	S. Askey - -	1st
					W.A. Williamson.	3rd		
Beeford - - N.	11 0 0	- -	- - -	Jan.				
Beverley Minster N.	- -	- -	52 0 0	June	E. Dickenson -	3rd		
					S. Dickenson -	2nd		
					T. Tomlinson -	2nd		
Beverley - - Wes.	20 0 0	- -	42 0 0	July	G. W. Welsh -	1st		
					G. Scaum .	1st		
					G. Jenkinson -	1st		
Beverley, St. Mary's and St. Nicholas'. N.	30 0 0	- -	29 0 0	May	F. Greensides -	1st		
					R. Pearson -	1st		
Bierley - - - N.	15 0 0	- -	17 10 0	Jan.	T. Beetham -	2nd		
Birstal - - - N.	- -	- -	67 0 0	„	E. Fearnley -	5th		
					W. Ingham -	5th		
					T. Harker -	3rd		
Bishopthorpe - N.	- -	- -	15 0 0	June	T. Carbert -	1st		
Bolsterstone - N.	15 0 0	- -	- - -	July				
Boston, Clifford, Wes. and Bramham.	18 0 0	- -	17 10 0	May	T. Simpson -	2nd		
Bradford, Borough, B. West.	21 10 0	- -	76 0 0	March	J. Knowles -	2nd	L. Green -	1st
					J. Child - -	2nd	S. A. Metcalf -	1st
					R. Jennings -	1st		
Bradford, Ch. Ch. N.	21 10 0	- -	29 0 0	Jan.	J. H. Walker -	1st		
					T. H. Ramsden	1st		

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	£ s. d.	£	£ s. d.					
Crayke - - - N.	21 10 0	- -	- - -	April				
Croft - - - N.	16 10 0	- -	20 0 0	March	J. H. Coates -	3rd		
Cullingworth - Wes.	- -	- -	57 0 0	June	W. Northrop -	4th		
					D. Shearwin -	4th		
					I. Waddington	1st		
Denby Grange - N.	- -	- -	64 10 0	July	- - -	—	E. Dickenson -	5th
							E. Hornsby -	5th
							M. J. Mountain	2nd
Dewsbury - - N.	23 0 0	- -	95 10 0	Aug.	J. Woodhead -	5th		
					R. Stansfield -	4th		
					W. K. Kilburn	3rd		
					G. Owens -	2nd		
					W. Senior -	2nd		
Dodworth (Girls) N.	- -	- -	39 0 0	July	- - -	—	L. Barraclough	4th
							P. Harrison -	2nd
Dodworth (Town) N.	- -	- -	44 0 0	"	G. Mitchell -	5th		
					C. Mitchell -	3rd		
Doncaster - - N.	39 0 0	- -	183 10 0	Aug.	W. Clark -	5th	S. Thompson -	5th
					H. Birley -	2nd	S. Machin -	4th
					T. Goodwin -	2nd	T. Godwin -	3rd
							E. Deighton -	2nd
							E. Machin -	2nd
							E. Wheater -	2nd
							M. Myers -	2nd
Doncaster - - B.	- -	- -	125 0 0	April	H. Chapman -	3rd	M. E. Pearson	3rd
					S. Jackson -	2nd	E. A. Carr -	2nd
					J. Laister -	1st	E. Mitchell -	1st
							P. Sadler -	1st
							D. Gledall -	1st
Doncaster, Ch. Ch. N.	43 10 0	- -	106 0 0	July	H. T. Woodward.	3rd	A. E. Bark -	3rd
							J. Hardgrave -	3rd
					G. Mason -	1st	M. A. Coates -	2nd
							M. E. Leach -	2nd
Dringhouses, St. Edward's. N.	18 0 0	- -	- - -	June				
Earl's Heaton - N.	16 10 0	- -	39 0 0	Feb.	P. Tolson -	5th		
					W. Sykes -	1st		
Ecclesfield, High Green, B.	- -	- -	25 0 0	June	J. Holey -	5th		
Eccleshall - - N.	- -	- -	17 10 0	July	- - -	—	E. H. Batchelor	2nd
Eccleshall (Grey Stones). N.	20 0 0	- -	- - -	"				
Elland - - - N.	32 0 0	- -	96 0 0	Dec.	S. Thornton -	2nd	M. Fox -	5th
					J. Harper -	1st	S. J. Walker -	4th
							M. A. Walker -	3rd
Elsecar - - - N.	43 10 0	25	74 0 0	Aug.	W. Norton -	4th	H. Oxley -	4th
							C. Poles -	1st
							E. Wilkinson -	1st
Embsay, St. Mary's N.	18 0 0	- -	22 10 0	Jan.	D. Inman -	4th		
Escrick - - N.	16 10 0	- -	62 0 0	May	J. Hillingbeck	5th		
					W. Piercy -	4th		
					J. Jackson -	2nd		
Flockton, Mano House. B.	10 0 0	- -	34 0 0	Mar.	- - -	—	E. Smith -	3rd
							E. Brooke -	1st
Garforth - Wes.	21 10 0	- -	- - -	"	- - -	—		
Gargrave - - N.	30 0 0	- -	56 10 0	Feb.	J. Stirzaker -	4th	M. Gettings -	3rd
							C. Wade -	1st
Garthorpe - - N.	- -	- -	20 0 0	May	- - -	—	E. Smith -	3rd
Gilling - - - N.	18 0 0	- -	59 10 0	April	W. Shaw -	5th		
					J. Brown -	3rd		
					M. Sunter -	2nd		
Gomersall, Little - N.	- -	- -	41 10 0	Jan.	A. Shires -	4th		
					W. Clough -	3rd		
Goole - - Wes.	15 0 0	- -	47 10 0	Dec.	G. Fletcher -	4th	M. A. Peat -	
Goole, St. John's - N.	15 0 0	- -	17 10 0	May	E. Deyes -	2nd		5th
Grassington - N.	10 0 0	- -	20 0 0	Jan.	- - -	—	M. A. Harker -	3rd

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	£ s. d.	£	£ s. d.					
Hornsea - - N.	18 0 0	- -	15 0 0	July	W. T. Hornsby	1st		
Horton, Great Wes.	15 0 0	- -	29 0 0	April	A. Wilson -	1st		
					T. Thornton -	1st		
Howden - Wes.	15 0 0	- -	74 0 0	Dec.	B. Shaw - -	5th	A. Anelay -	5th
					J. Poole - -	5th		
Hoyland - - N.	18 0 0	- -	54 10 0	Aug.	G. W. Bamford	4th		
					H. Hart - -	3rd		
					W. Steeple -	1st		
Hoyland Swaine - N.	15 0 0	- -	15 0 0	„	J. Ibbotson -	1st		
Huddersfield, N. Longroyd Bridge.	15 0 0	- -	99 0 0	Dec.	W. Taylor -	3rd	M. Thompson	4th
					J. Brook - -	1st	S. A. Pick -	2nd
					T. Wilkinson -	1st	A. Sykes -	1st
Huddersfield, St. N. Paul's.	27 10 0	- -	83 10 0	Nov.	J. Blackburn -	3rd	E. Arnold -	4th
					G. W. Firth -	1st	A. Walker -	1st
					J. W. Haigh -	1st		
Huddersfield, St. N. Peter's, Seed Hill.	34 0 0	- -	147 10 0	„	E. Braide -	5th	I. Henderson -	5th
					E. Berry -	3rd	H. Brown -	3rd
					J. Hepwood -	2nd	E. A. Haigh -	2nd
							M. Crossland -	2nd
							A. E. Brierley	1st
Huddersfield, Tri- N. nity.	18 0 0	- -	86 10 0	„	J. W. Hirst -	1st	S. B. Standage	2nd
					G. H. Giles -	1st	J. Schofield -	1st
					J. Pagden -	1st	A. Thornton -	1st
Hull, Canning R.C. Street.	27 10 0	- -	92 0 0	Aug.	A. Kennedy -	5th	M. Deighnon -	5th
							C. Kerwin -	5th
							M. Barrett -	3rd
Hull, Ch. Ch. - N. (Sculcoats).	16 10 0	- -	119 10 0	May	F. G. Landon -	4th	A. M. Reed -	5th
					W. H. Landon	2nd	E. Hall - -	1st
					D. H. Meeson	2nd	M. Beilby -	1st
					R. Coverdale -	1st		
Hull, Holderness R. Ward.	31 0 0	- -	115 0 0	Dec.	A. Sharpe -	3rd	A. Akass -	5th
					J. Newham -	3rd	M. J. Potts -	3rd
					G. Mumby -	2nd		
					J. Fillingham	2nd		
Hull, Salthouse N. Lane.	33 10 0	- -	89 10 0	May	J. Ward - -	5th	M. Cockburn -	3rd
					J. Watson -	5th		
					J. Kenningham	4th		
Hull, St. James' - N.	12 0 0	- -	109 0 0	June	J. M'Kenzie -	5th	M. F. Harper	2nd
					E. P. Watson -	5th	M. Sanderson	1st
					W. Lobley -	2nd	P. Topham -	1st
Hull, St. John's - N.	20 0 0	25	89 0 0	May	W. Andrews -	2nd	A. M. Brown -	2nd
					M. Bolinbroke	1st	M. Beeforth -	1st
							M. Newsome -	1st
							J. Escreet -	1st
Hull, St. Marks' - N.	27 10 0	- -	83 10 0	June	W. Winterburn	3rd	E. A. Dale -	3rd
					V. B. Harrison	2nd		
					W. Bee - -	1st		
Hull, St. Stephen's N.	45 0 0	- -	169 0 0	„	E. Hall - -	3rd	M. Woodward	3rd
					J. Kilham -	3rd	E. Spencer -	2nd
					J. Hutchinson	3rd	A. Thompson	2nd
							S. A. Thompson	2nd
							H. Bu[illegible] r -	2nd
							M. E. Biggins	1st
							M. A. Ellis -	1st
Hull, South Wes. Myton.	29 0 0	- -	104 0 0	Jan.	J. F. Broughton	5th		
					W. Clarke -	2nd		
					T. C. Rusling -	2nd		
					T. K. Holdsworth.	2nd		
					W. Lee - -	2nd		
					A. Brumby -	1st		
Hull, Trinity N.	15 0 0	- -	- - -	May				
Hunmanby - Par.	15 0 0	- -	- - -	June				
Ingrow - N.	- -	- -	65 10 0	Jan.	R. Towers -	1st	J. Gregson -	4th
					M. U. Illingworth	1st	M. A. Whiteoak.	1st

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Leeds, St. Paul's - N.	15 0 0	- -	59 10 0	Sept.	R. F. Brewer -	5th		
					G. D. Scorah -	4th		
					S. Thackeray -	1st		
Leeds, St. Peter's N.	15 0 0	- -	109 0 0	Oct.	T. Boothroyd -	3rd	M. Hall - -	5th
					G. Overton -	3rd	S. A. Stirk -	1st
					W. West -	3rd	E. Spencer -	1st
Leeds, St. Philip's N.	28 10 0	25	59 0 0	Nov.	J. Dear - -	1st	S. Ramsden -	5th
							H. E. Wilts -	3rd
Leeds, St. Saviour's N.	27 0 0	- -	15 0 0	,,	- - -	—	M. J. Jowitt -	1st
Leeds, School Street, Wes.	12 0 0	- -	75 10 0	March	G. Clark -	4th	P. Dawson -	2nd
					W. Quarmby -	4th	S. A. Snowden	1st
Leeds, Woodhouse St. Mark's, (Featherhill). N.	- -	- -	121 10 0	Sept.	J. Lister -	5th	M. Spence -	3rd
					W. Smithies -	5th	J. Wood -	2nd
					G. Bell -	3rd		
					W. Lees -	3rd		
Lockwood - - N.	28 0 0	- -	96 10 0	Nov.	S. Hanson -	3rd	E. Crowther -	2nd
					G. H. Milnes -	2nd	E. Johnston -	1st
					W. Lodge -	2nd	A. Crowther -	1st
Lound - - - N.	- -	- -	22 10 0	Aug.	J. Davidson -	4th		
Malton, New - B.	- -	- -	17 10 0	June	J. Wallis -	2nd		
Malton, Old - N.	15 0 0	- -	22 10 0	May	O. Marshall -	4th		
Manningham - N.	16 10 0	- -	56 10 0	Jan.	B. Spencer -	5th	I. Rushworth	1st
					R. Coates -	2nd		
Market Weighton N.	18 0 0	- -	36 10 0	June	H. Robinson -	3rd		
					H. Gardam -	2nd		
Marsden - - N.	15 0 0	- -	51 10 0	Nov.	J. Bannister -	4th	E. Lawton -	1st
					J. M. Bamford	1st		
Marsk - - N.	15 0 0	- -	- - -	March				
Masham, Charity -	15 0 0	- -	34 0 0	Oct.	H. Hammond	3rd		
					J. Plews -	1st		
Meanwood - - N.	16 10 0	- -	- - -	Sept.				
Meltham Church N.	20 0 0	25	- - -	Dec.				
Meltham Mills - N.	- -	- -	64 0 0	,,	M. Bower -	5th	S. Moorhouse -	5th
							M. A. Woodhead.	1st
Middlesborough-on-Tees. B.	15 0 0	- -	17 10 0	May	F. Jackson -	2nd		
Millridge - - N.	20 0 0	- -	- - -	Oct.				
Milne Bridge - N.	15 0 0	- -	44 0 0	Dec.	C. Haigh -	4th		
					W. W. Taylor -	4th		
Morley - , - Wes.	15 0 0	- -	52 0 0	Sept.	J. T. Hemsworth.	3rd		
					J. A. Hemsworth.	2nd		
					I. Richardson	2nd		
Neswick, Bainton N.	12 0 0	- -	- - -	June				
Northallerton - N.	15 0 0	- -	- - -	March				
Oakworth, (Keighley). N.	20 0 0	- -	31 10 0	Feb.	H. Cousin -	2nd		
					W. H. Hodgson	1st		
Oakworth, (Sykes Head). Wes.	18 0 0	- -	57 0 0	June	A. Binns -	5th		
					J. Baldwin -	2nd		
					D. Crabtree -	2nd		
Otley - - - N.	- -	- -	20 0 0	April	- - -	—	M. Lawson -	3rd
Oulton, St. John's N.	12 0 0	- -	- - -	Sept.				
Pitsmoor - - N.	15 0 0	- -	155 0 0	Aug.	G. Bramall -	5th	H. Pickering -	4th
					C. Cooper -	4th	S. Marsden -	3rd
					J. Woodhouse	3rd	E. Best - -	2nd
					S. Alvey -	3rd		
					J. Warburton	2nd		
Pocklington - N.	- -	- -	34 0 0	June	F. Key - -	2nd		
					J. Key - -	2nd		
Pocklington - Wes.	16 10 0	- -	49 10 0	April	J. Dyer -	4th		
					W. Jackson -	1st		
					J. H. Kemp -	1st		
Pollington - - N.	21 10 0	- -	- - -	May				
Pontefract - - N.	10 0 0	- -	29 0 0	Aug.	- - -	—	E. Martin -	1st
							M. S. Clark -	1st
Pontefract - - B.	30 0 0	- -	30 0 0	April	J. Inman -	1st	E. A. Turner -	1st

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	£ s. d.	£	£ s. d.					
Sheffield, Parish Church. N.	16 0 0	- -	- - -	Aug.				
Sheffield Park - Wes.	31 10 0	- -	129 10 0	Dec.	E. Bywater -	5th	E. Brooksbank	4th
					W. Fox -	5th	H. Taylor -	1st
					C. Mayor -	2nd	H. Shearstone	1st
					A. Fairhurst -	2nd		
Sheffield, St. George's. N.	29 0 0	25	297 10 0	Aug.	J. Shipman	5th	M. A. Bateman.	5th
					F. Groves -	2nd		
					F. Needham -	2nd	A. E. Stowe -	2nd
					J. Ipworth -	2nd	M. A. Dickenson.	2nd
					G. H. Appleby	1st		
							E. Simpson -	2nd
							S. E. Dyson -	2nd
							M. H. Ward -	1st
							L. J. Turner -	1st
							S. Stevens -	1st
							F. Buttrell -	1st
							E. Pitchford -	5th
							A. E. Whitehead.	3rd
							J. E. Shaw -	3rd
							E. Brown -	1st
Sheffield, St. Mary's N.	27 0 0	25	152 10 0	,,	J. Thompson -	5th	C. Atkin -	4th
					C. Wright -	4th	L. Guest -	4th
					W. Hutchinson	3rd	E. Cook -	3rd
							J. Harden -	1st
							M. A. Dickenson.	1st
Sheffield, St. Paul's N.	32 0 0	- -	35 0 0	,,	W. Redfern -	1st	C. Murlin -	3rd
Sheffield, St. Philip's N.	a16 0 0	- -	- - -	,,				
Sheffield, St. Vincent de Paul. R.C.	11 0 0	- -	62 0 0	,,	M. Delany -	1st	E. A. Walsh -	3rd
							C. Bell - -	1st
							C. M'Carrick -	1st
Sheffield, Surrey Street. R.C.	31 0 0	- -	114 0 0	July	J. Gallegan -	4th	M. Dignam -	3rd
					N. A. M'Connell	3rd	A. Raney -	3rd
					J. M. Demfosey	2nd	A. Gilfoy -	3rd
Sheriff Hutton - Wes.	15 0 0	- -	15 0 0	May	J. Mattson -	1st		
Sigglesthorne - N.	32 0 0	- -	- - -	Aug.				
Silkstone (Girls) - N.	12 0 0	- -	25 0 0	,,	- - -	—	S. A. Robertshaw	5th
Silkstone (Boys) - N.	- -	- -	25 0 0	,,	G. Hoyland -	5th		
Silsden - - - N.	16 10 0	- -	- - -	July				
Skipton - - N.	15 0 0	- -	34 0 0	Jan.	J. Grandige -	2nd		
					J. Smith -	2nd		
Skipton - - B.	15 0 0	- -	88 0 0	May	J. Grayston -	5th		
					E. Calvert -	3rd		
					T. Holmes -	2nd		
					M. Achernley	2nd		
					A. Barnes -	1st		
Skipton - - Wes.	- -	- -	30 0 0	June	T. Emmott -	1st	E. Crump -	1st
Slaithwaite, Lower N.	- -	- -	65 0 0	Nov.	W. E. Carter -	3rd		
					D. Bamforth -	2nd		
					E. Cotton -	2nd		
					W. V. Quarmly	1st		
Sledmere - - N.	18 0 0	- -	- - -	June				
Snaith - - - Wes.	- -	- -	34 0 0	Dec.	J. Beevor -	3rd		
					W. L. Roberts	1st		
Sowerby - - N.	15 0 0	- -	- - -	April				
Sowerby Bridge Wes.	15 0 0	- -	70 10 0	Sept.	S. Haigh -	2nd		
					J. Holmes -	1st		
					J. Stillings -	1st		
					I. Mackrell -	1st		
					W. H. Radcliffe	1st		
Sowerby, St. George's. N.	15 0 0	- -	51 10 0	Dec.	J. Clay -	3rd	E. Walton -	2nd
					J. Bamford -	1st		
Spofforth - - N.	- -	- -	20 0 0	Oct.	G. Linfoot -	3rd		
Stanley, St. Peter's N.	- -	- -	20 0 0	Aug.	S. Aulsley -	3rd		
Staveley - - N.	16 10 0	- -	20 0 0	Sept.	J. Spence -	3rd		
Stillington - - Wes.	15 0 0	- -	- - -	May				

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	£ s. d.	£	£ s. d.					
Wykeham - - N.	18 0 0	- -	- - -	June				
Yeadon - - N.	13 0 0	- -	44 0 0	Sept.	R. Peat -	4th		
					E. Yeadon -	4th		
York, Albion Wes. Street.	- -	- -	17 10 0	May	H. Coupland -	2nd		
York, Aldwark N. Street.	12 0 0	- -	62 0 0	June	- - -	—	E. Todd -	5th
							R. Hardisty -	5th
							S. Tomlinson -	1st
York, Bishopgate N. Street.	13 0 0	- -	70 0 0	„	- - -	—	E. J. Hornshaw	3rd
							R. Bellerby -	3rd
							E. Bellerby -	2nd
							E. Todd - -	2nd
York, Bishophill - B.	- -	- -	15 0 0	May	- - -	—	E. Noble -	1st
York, Hope Street B.	20 0 0	- -	126 10 0	„	W. Wright -	5th		
					H. Fawcett -	5th		
					W. Leatham -	4th		
					T. L. Pearson -	2nd		
					F. P. Nicholson	2nd		
					A. Cooke -	1st		
					W. Bowser -	1st		
York and Ripon, Diocesan Training.	96 0 0	- -	- - -	Jan.				
York and Ripon, Diocesan Practising.	- -	- -	36 10 0	March	J. Walker -	4th		
					R. P. Benson -	1st		
York and Ripon, Female Practising.	13 0 0	- -	- - -	„				
York, Manor - N.	20 0 0	50	70 0 0	May	G. Ridsdale -	3rd		
					C. Pullan -	3rd		
					A. Bullivant -	2nd		
					J. Storr -	2nd		
York, St. Cuthbert's. N.	15 0 0	- -	15 0 0	June	G. Wolstenholme.	1st		
York, St. George's, Wes.	23 0 0	- -	56 10 0	May	J. Pashley -	3rd	M. Watson -	2nd
					W. Metcalfe -	3rd		
York, St. Mary's R.C. (Boys).	- -	- -	49 10 0	Aug.	T. Gray - -	2nd		
					W. Slater - -	2nd		
					W. Cahill - -	2nd		
York, St. Mary's R.C. (Girls).	11 0 0	- -	93 0 0	„	- - -	—	M. A. Broadway	5th
							M. A. Slater -	5th
							J. Bean -	3rd
							F. Wood - -	1st
							J. Slater - -	1st
York, Trinity, N. Micklegate (Boys).	15 0 0	- -	90 0 0	June	J. Pew - -	5th		
					J. Tridlitt -	5th		
					F. Noble -	4th		
					N. J. Somerset	4th		
York, Trinity, N. Micklegate (Girls).	12 0 0	- -	65 0 0	„	- - -	—	A. E. Weatherill	4th
							L. F. Holroyd	2nd
							M. A. Townend	1st
							E. Zachariah -	1st
York, Walmgate - N.	26 0 0	25	67 0 0	„	- - -	—	C. Gibson -	5th
							M. Catlin -	4th
							S. Nowell -	4th
Total - -	4,779 10 0	590	14,368 0 0			?		

WALES.

Anglesey.								
Amlwch - - N.	18 0 0	- -	- - -	Jan.				
Cemaes - - B.	- -	- -	36 10 0	Aug.	H. Jones -	3rd		
					H. Edmonds -	2nd		
Holyhead - - N.	20 0 0	- -	39 0 0	May	R. Madden -	5th		
					W. Hughes -	1st		

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Caermarthen (Lancasterian).	28 0 0	- -	119 10 0	Aug.	W. Harris - 4th W. Phillips - 4th W. Rees - 4th J. Jones - 4th	E. Evans - 4th A. Bush - 4th M. Wigley - 4th
Cwmamman - N.	18 0 0	- -	- - -	April		
Dafen Tin Works N.	15 0 0	- -	49 10 0	March	J. Morris - 3rd R. Davies - 2nd D. Griffiths - 1st	
Ferryside, St. Thomas'. N.	16 10 0	- -	17 10 0	April	T. E. Spence - 2nd	
Llandovery - - N.	- -	- -	29 0 0	March	T. Theophilus 1st J. James - 1st	
Llandovery - - B.	- -	- -	89 10 0	Aug.	D. I. Davies - 5th D. Hopkins - 5th O. Rees - 3rd	A. M. Davis - 4th
Llanelly - - B.	15 0 0	- -	58 0 0	"	J. Morgan - 1st T. Phillips - 1st	E. Morris - 1st M. Morris - 1st
Llanelly, Copper Works. - B.	20 0 0	- -	89 10 0	"	J. Jones - 5th J. Marker - 5th R. Morgan - 4th	M. Shipperd - 3rd
Llangenech - - N.	10 0 0	- -	36 10 0	March	- - - —	A. John - 4th H. Thomas - 1st
Llannon - - N.	15 0 0	- -	15 0 0	April	W. Ungood - 1st	
Llanvihangel-Aberbythic. N.	16 10 0	- -	20 0 0	March	J. Jones - 3rd	
Newcastle-Emlyn N	- -	- -	15 0 0	April	T. Griffiths - 1st	
Total - -	206 0 0	- -	691 0 0			
CAERNARVONSHIRE.						
Bangor - - - B.	30 0 0	- -	130 0 0	Aug.	J. Evans - 5th J. Roberts - 1st W. Jones - 1st R. Rowlands - 1st	E. Thomas - 5th J. Roberts - 1st M. Griffiths - 1st E. Jones - 1st
Beddgelert - - B.	- -	- -	22 10 0	"	J. Roberts - 4th	
Bethesda - - B.	- -	- -	34 0 0	"	J. Jones - 2nd T. Hughes - 2nd	
Bodfeirig - - N.	18 0 0	- -	- - -	May		
Bont Newydd - N.	20 0 0	- -	- - -	"		
Caernarvon (Model) N.	- -	- -	266 0 0	"	R. Jones - 4th T. Edwards - 5th J. Roberts - 3rd W. Jones - 2nd J. Thomas - 1st R. Grindley - 1st R. Patrick - 1st W. J. Jones - 1st	E. Jones - 5th M. George - 4th G. Rowlands - 4th E. H. Edwards 4th C. Griffiths - 4th R. George - 1st M. E. Jones - 1st
Clynnog - - N.	20 0 0	- -	- - -	Dec.		
Conway - - N.	32 10 0 *a*20 0 0	- -	104 0 0	Dec.	J. Fox - - 5th W. Owen - 5th	C. Jones - 1st M. A. Roberts 1st J. Edwards - 1st J. Roberts - 1st
Glanogwen - - N.	18 10 0	- -	- - -	Jan.		
Llandudno - - N.	18 0 0	- -	35 0 0	Dec.	H. Williams - 1st	M. Jones - 3rd
Llandwrog - - N.	18 0 0	- -	- - -	"		
Llanllechid - - N.	- -	- -	29 0 0	May	E. Jones - 1st R. Thomas - 1st	
Llanystumdwy - N.	15 0 0	- -	- - -	Dec.		
Pwllheli - - N.	15 0 0	- -	22 10 0	"	E. Williams - 4th	
Roe Wen - - B.		- -	25 0 0	Aug.	R. Thomas - 5th	
Tyn Tur - - N.	20 0 0	- -	- - -	May		
Waenfawr - - N.	20 0 0	- -	- - -	Dec.		
Total - -	263 0 0	- -	668 0 0			

a Retiring pension.

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	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.		Boys		Girls	
	£ s. d.	£	£ s. d.					
Rhuddlan - - N.	30 10 0	- -	59 0 0	Jan.	J. Davies -	3rd	E. Hughes -	3rd
					W. Jones -	3rd		
Talacre - - R.C.	- -	- -	22 10 0	„	- -	—	M. Anderson -	4th
Whitford - - N.	16 10 0	- -	39 0 0	„	J. Parry -	3rd		
					J. Holland -	3rd		
Total - -	167 0 0	- -	671 10 0					
GLAMORGANSHIRE.								
Aberdare (Town)- N.	12 0 0	- -	71 10 0	Feb.	T. Jones -	4th	E. James -	5th
							C. Jenkins -	5th
Aberdare - - B.	- -	- -	20 0 0	Aug.	J. Rees - -	1st		
					J. Giles - -	1st		
Bride's, St., Major N.	15 0 0	- -	30 0 0	Feb.	R. Hayden -	1st	G. Pearce -	1st
Bridgend - - N.	- -	- -	69 0 0	„	R. Evans -	5th	E. Jenkins -	3rd
					W. Francis -	5th		
Bridgend - - Wes.	- -	- -	25 0 0	May	D. Thomas -	5th		
Cadoxton-*juxta* N. Neath.	15 0 0	- -	82 0 0	Feb.	T. Madge -	5th	A. Rees - -	3rd
					W. King -	3rd		
					G. Sims -	3rd		
Cardiff, St. Mary's -N.	25 0 0	- -	89 10 0	March	F. Goyne -	2nd	M. A. Howells	5th
							M. David -	5th
							M. Morgan -	5th
Cardiff, St. Mellon's N.	15 0 0							
Cardiff - - Wes.	14 0 0	- -	76 0 0	July	W. Verity -	2nd	M. A. Kerr -	2nd
					W. John -	1st	M. A. Matthews	1st
					T. C. Shelper -	1st		
Cwmbach - - N.	20 10 0	- -	- - -	March				
Cyfarthfa - - N.	15 0 0	- -	20 0 0	Feb.	T. Powell -	3rd		
Dowlais (Sir John Guest's).	43 0 0	- -	- - -	Aug.				
Gellygaer Endowed -	- -	- -	29 0 0	March	- - -	—	A. Rowlands -	1st
							C. Evans -	1st
Hafod. Copper Works.	- -	- -	140 10 0	Aug.	W. Hogg -	2nd	E. F. Finlay -	2nd
					J. Brennan -	2nd	M. A. Finlay -	2nd
					J. Davies -	2nd	S. Thomas -	2nd
							C. Brennan -	2nd
							E. Richards -	1st
							A Blethyn -	1st
Llandaff - - N.	25 0 0	- -	15 0 0	March	T. Joyce -	1st		
Llantrisant - - N.	- -	- -	11 10 0	Feb.	T. Morgan -	4th		
					T. Treharne -	3rd		
Lougher - - Par.	15 0 0	- -	56 10 0	„	P. Williams -	4th		
					R. Rees -	1st		
Maesteg, Iron B. Works.	- -	- -	65 10 0	Aug.	J. Davies -	2nd	H. Cole -	2nd
					E. Watkins -	1st	E. Davies -	2nd
Maesteg, or Llan- B. goyndd.	25 0 0	- -	68 0 0	„	B. Cronou -	1st	S. Morgan -	5th
					W. Watkins -	1st	C. Jones -	1st
Merthyr Tydvil, St. N. David's.	20 10 0	- -	39 0 0	Feb.	B. Thomas -	4th		
					J. Niven -	2nd		
Mumbles - - B.	- -	- -	31 10 0	Aug.	W. Atkins -	2nd		
					J. Howells -	2nd		
Nicholas, St. - N.	15 0 0	- -	15 0 0	Feb.	- -	—	M. Loveluck -	1st
Pyle Bryndû, Colliery.	20 0 0	- -	29 0 0	„	W. Howell -	1st		
					T. Howell -	1st		
Sketty - - - N.	18 0 0	- -	- - -	„				
Swansea - - N.	37 0 0	25	85 10 0	„	W. J. Nott -	2nd	S. James -	5th
							U. Colmore -	1st
							M. E. Burgess	1st
							M. J. Bennett	1st
Swansea - - B.	10 0 0	- -	106 10 0	July	S. Beddow -	4th	A. Lewis -	3rd
					J. Gregory -	2nd	S. M. Cummins	2nd
					G. L. Lewis -	2nd	H. Hughes -	2nd
Ystalyfera - - N.	18 0 0	25	30 0 0	March	H. M. Smith -	1st	M. Robinson -	1st
Total - -	396 0 0	50	1,224 10 0					

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Pembroke Dock - N.	31 10 0	- -	150 0 0	June	H. Hawgood -	5th	L. Adams -	5th
					A. Stokes -	4th	R. Isaacs -	4th
					J. David -	2nd	M. J. Adams -	3rd
					H. E. Stokes -	2nd	E. Hawgood -	1st
					W. G. Saunders	1st		
Pembroke Dock - B.	21 10 0	- -	121 10 0	Aug.	E. L. Jones -	5th	J. Hart -	5th
					H. Roach -	4th	J. Tucker -	4th
					W. Brown -	2nd	R. Edwards -	1st
Rhydberth - - N.	- -	- -	79 10 0	June	R. Bennett -	4th	M. Thomas -	3rd
							M. Beddow -	3rd
							P. Griffiths -	3rd
Rudbuxton - - N.	- -	- -	22 10 0	,,	J. Llewellyn -	4th		
Stackpole Elidor - N.	- -	- -	29 0 0	,,	J. T. F. Turner	1st		
					T. Radmore -	1st		
Tenby - - N.	18 0 0	- -	61 10 0	,,	R. D. Harries	4th	M. Parrott -	5th
					E. B. Parrott -	1st		
Tenby (Infants) N.	- -	- -	29 0 0	,,	- - -	—	M. John -	1st
							J. Thomas -	1st
Tenby, New Hedges N.	- -	- -	17 10 0	,,	T. Griffiths -	2nd		
Uzmaston-cum-Boulston. N.	- -	- -	47 0 0	,,	T. Morgans -	2nd		
					W. P. Venables	2nd		
					F. Llewellen -	1st		
Warren, Agricultural	- -	- -	17 10 0	,,	G. Cole -	2nd		
Total - -	146 10 0	- -	921 10 0					
RADNORSHIRE.								
Heyop, Knighton N.	13 0 0	- -	- - -	Aug.				
Knighton - - N.	- -	- -	13 0 0	,,	- - -	—	A. Matthews -	1st
Total - -	13 0 0	- -	13 0 0					
ISLANDS.								
ISLE OF MAN.								
Dolby - - N.	- -	- -	17 10 0	Aug.	T. Quirk	2nd		
Douglas, Crescent Academy. N.	25 0 0							
Douglas, St. Barnabas'. N.	10 0 0	- -	191 10 0	,,	J. Gale - -	5th	S. Gamble -	5th
					J. Berritt -	1st	C. Ballance -	3rd
					J. J. Cain -	1st	E. Cain - -	1st
							C. Isedale -	1st
							E. Gell -	5th
							E. Maltby -	5th
							S. Clucas -	4th
Douglas, St. George's (Athol St.) N.	34 0 0	- -	181 0 0	Sept.	J. Corlett -	2nd	E. Bridson -	5th
					C. Corris -	2nd	M. A. Kennish	1st
					J. Blair - -	1st	M. G. Gelling -	1st
							E. Moore -	5th
							J. Gell - -	5th
							E. Kennish -	4th
							M. Lewin -	2nd
Foxdale - - N.	23 0	- -	54 10 0	,,	T. Hudgson -	5th		
					W. Farragher	2nd		
					P. Teare -	1st		
German, St. John's Par.	16 0 0	- -	34 0 0	Aug.	- - -	—	M. Killey -	2nd
							C. Hodgson -	2nd
Kirk Andreas - N.	15 0 0	- -	20 0 0	Sept.	T. Kneall -	3rd		
Kirk Patrick - N.	- -	- -	54 10 0	Aug.	J. Gill - -	5th		
					J. Lace - -	2nd		
					J. Corlett -	1st		

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SCOTLAND.						
ERDEENSHIRE.	£ s. d.	£	£ s. d.			
en Bon Ac- F.C.	30 0 0	- -	104 10 0	Oct.	G. Duthie - 2nd J. Fraser - 1st W. Milne - 1st J. N. Justice - 2nd A. E. Rait - 2nd J. Murdoch - 1st A. Brechin - 1st	
en, East - Sess. h.	15 0 0	25	138 0 0	July	P. Kidd - 2nd J. Stewart - 2nd W. Brebner - 1st A. Bain - - 1st	M. Anderson - 2nd A. Alexander - 2nd I. Robinson - 1st E. Jarvis - 1st M. Ewen - 1st
en, East - F.C. ih.*	- -	- -	15 0 0	Sept.	W. Harper - 3rd	
en, North Sess. ih.	25 0 0	- -	98 10 0	Oct.	J. W. Leith - 4th A. Rennie - 3rd	C. M'Eachern 3rd M. S. Bain - 3rd C. Grant - 3rd
en, North F.C.	20 0 0	- -	75 0 0	„	W. Harley - 3rd J. Brechin - 3rd J. Nicholson - 3rd R. Forrest - 3rd	
en, South - Sess. ih.	15 0 0	- -	50 10 0	Aug.	- - - —	C. Stewart - 4th A. Smith - 4th C. Maitland - 2nd
en, South - F.C. ih.	40 0 0	- -	73 0 0	Oct.	W. Milne - 2nd F. Hay - 2nd W. Yunnie - 1st J. Simpson - 1st J. Phillip - 1st	
en, West - Sess. ih.	37 0 0	- -	96 0 0	Aug.	R. Duthie - 3rd J. Duthie - 3rd	M. Clark - 4th M. A. Scott - 4th M. Carey - 1st
en Female Or- Asylum.	- -	- -	- - -	July	- - -	J. Beveridge - 2nd (*Honorary*).
en (John - Sess. r's.*	- -	- -	119 0 0	„	C. Skene - 4th H. Hutcheon - 4th	M. L. Gardiner 5th M. Fearnsides 5th J. Sangster - 1st K. Ronald - 1st
en (John - F.C. r's).	35 0 0	- -	103 10 0	Sept.	J. Lemon - 4th A. Trail - 3rd	M. M. M'Kay 5th C. R. Park - 5th A. Trail - - 1st
en, St. - Epis. ew's.	18 0 0	- -	17 10 0	June	P. C. Fraser - 2nd	
en, St. - Epis. 's.	- -	- -	15 0 0	„	- - -	H. Creighton 1st
en, St. - R.C. 's.	- -	- -	40 0 0	July	G. Riach - 4th	M. Cattanach 2nd
en, Shaw's Court, le Industrial.	- -	- -	15 0 0	„	- - - —	M. L. Stewart 1st
en, Trades' ol.	15 0 0	- -	- - -	Aug.		
en, Wood- F.C.	16 10 0	- -	70 0 0	Oct.	W. Martin - 3rd J. Taylor - 3rd A. Robertson - 2nd A. Tough - 2nd	
ry, Deven- F.C.	18 0 0	- -	17 10 0	Sept.	D. Moir - - 2nd	
of Don - G.A.	15 0 0					

.—G.A. *denotes that the School is under the General Assembly of the Established Church and;* F.C., *that the School is in connexion with the Free Church;* Par., *Parochial;* Epis. *al;* Sess., *Sessional; and* R.C., *Roman Catholic.*

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	£ s. d.	£	£ s. d.					
beltown - Epis.	- -	- -	31 10 0	Sept.	C. E. Bursay -	2nd		
					R. Brown -	1st		
ch - - G.A.	- -	- -	52 0 0	May	C. Cameron -	3rd		
					C. M'Master -	2nd		
					G. Sanderson -	2nd		
on - - Par.	13 0 0	- -	- - -	April				
on - - F.C.	- -	- -	34 0 0	,,	J. Shearer -	3rd		
					C. Wilson -	1st		
oe - - F.C.	16 10 0	- -	- - -	June				
n - - - F.C.	15 0 0	- -	17 10 0	April	A. M'Intyre -	2nd		
dale, North - Par.	15 0 0	- -	- - -	Feb.				
line - - Sess.	14 10 0	- -	- - -	Jan.				
nd, Campbel- F.C.	15 0 0	- -	39 0 0	April	A. Armour -	3rd		
l.					N. M'Alister -	3rd		
ilphead - F.C.	18 0 0	- -	72 10 0	,,	D. Dewar -	3rd		
					D. M'Gilp -	3rd		
					F. Campbell -	3rd		
					M. Carmichael	2nd		
ilphead - Epis.	14 0 0	- -	39 0 0	Sept.	- - -	—	M. Brown -	3r
							A. Knox -	3r
ld - - G.A.	18 0 0	- -	17 10 0	Feb.	N. Fleming -	2nd		
ary - - G.A.	16 10 0	- -	- - -	,,				
Charlotte - G.A.	15 0 0	- -	17 10 0	Feb.	A. Gillespie -	2nd		
haven, Par-	- -	- -	29 0 0	,,	D. M'Donald -	3rd		
entary.								
shaven - F.C.	16 10 0	- -	34 0 0	April	A. Clarke -	2nd		
					P. Conelly -	2nd		
end - - Par.	- -	- -	29 0 0	Jan.	D. Montgomery	1st		
					A. Trotter -	1st		
rt - - G.A.	- -	- -	44 0 0	Feb.	D. M'Larty -	4th		
					D. M'Taggart -	4th		
Total - -	338 0 0	- -	759 0 0					
AYRSHIRE.								
ssan, Industrial	14 0 0	- -	36 10 0	,,	- - -	—	M. Chalmers -	3r
							M. Gilfillan -	2r
ssan - - Par.	23 0 0	25	44 0 0	,,	R. Craig -	4th		
					H. Young -	4th		
ssan - - Sess.	23 0 0	25	- - -	,,				
- - Epis.	16 10 0	- -	31 10 0	Dec.	W. Hannah -	2nd		
					J. Campbell -	1st		
ntrae Glennap, dowed.	15 0 0	- -	- - -	Jan.				
ntrae - - Par.	18 0 0	- -	46 10 0	,,	S. Hunter -	5th		
					J. Stafford -	4th		
ill - - F.C.	15 0 0	- -	20 0 0	April	W. Hyslop -	3rd		
- - - Par.	- -	- -	29 0 0	Jan.	J. Jamieson -	1st		
					R. Boyd -	1st		
, Endowed, G.A.	10 0 0	- -	34 0 0	,,	- - -	—	M. Jamieson -	2
lustrial.							M. Dale -	2
- - - F.C.	16 10 0	- -	- - -	April				
, Iron Works G.A.	15 0 0	- -	15 0 0	Feb.	A. Campbell -	1st		
Mains - - Par.	15 0 0	- -	31 10 0	,,	A. Boyle -	2nd		
					H. Colligan -	1st		
hill - - G.A.	20 0 0	- -	31 10 0	,,	J. Dunlop -	2nd		
					J. M'Crindle -	1st		
house - - Par.	16 10 0	- -	- - -	,,				
nock, New, Bank	14 0 0	- -	- - -	,,				
ool.								
nock, New, F.C.	21 10 0	- -	25 0 0	April	Q. Kerr -	5th		
llhill.								
nock, Old - F.C.	21 10 0	- -	62 0 0	,,	J. M'Culloch -	4th		
					R. Brown -	4th		
					A. Doak -	3rd		

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	£ s. d.	£	£ s. d.			
Deskford - - F.C.	10 0 0	- -	- - -	Sept.		
Fordyce - - F.C.	18 0 0	- -	- - -	Oct.		
Glenrinnes - - G.A.	23 0 0	- -	- - -	Aug.		
Inverkeithnie (Downie's). - F.C.	- -	- -	15 0 0	Oct.	W. Cruden -	1st
Keith - - - F.C.	20 0 0	- -	- - -	„		
Macduff - - Par.	- -	- -	29 0 0	Aug.	W. Forbes -	1st
					C. Harvey -	1st
Macduff - - F.C.	20 0 0	- -	59 10 0	Oct.	R. Day -	4th
					J. M'Cachran -	4th
					J. Cruickshank	2nd
New Marnock - F.C.	20 0 0	- -	25 0 0	„	J. Wilson -	5th
Pitgair - - - Par.	12 0 0	- -	- - -	Aug.		
Port Gordon - G.A.	15 0 0	- -	- - -	„		
Portsoy - - Par.	20 0 0	- -	- - -	Nov.		
Protston Hill - Par.	15 0 0	- -	- - -	Aug.		
Rathven - - Par.	- -	- -	17 10 0	„	G. Geddes -	2nd
Rothiemay - - F.C.	18 0 0	- -	22 10 0	Oct.	W. Gordon -	4th
Tomnavoulen, Glenlivat. G.A.	15 0 0	- -	- - -	Aug.		
Total - -	282 10 0	25	249 0 0			
BERWICKSHIRE.						
Boston - - - F.C.	21 10 0	- -	36 10 0	Feb.	R. Bell -	3rd
					J. Ross -	2nd
Dunse - - - Par.	20 0 0	- -	54 10 0	Dec.	G. Purvis -	5th
					R. Fairbairn -	2nd
					R. Pringle -	1st
Earlstown - - F.C.	16 10 0	- -	- - -	Feb.		
Eyemouth - - Par.	34 0 0	- -	40 0 0	Dec.	J. Nisbet -	5th
					J. T. Linton -	5th
Eyemouth - - F.C.	16 10 0	- -	22 10 0	Feb.	R. Ovens -	4th
Greenlaw - - F.C.	21 10 0	- -	29 0 0	„	R. Darling -	1st
					R. Clark -	1st
Houndwood, Grant's House.	16 10 0					
Lauder - - - Par.	21 10 0	- -	69 10 0	Dec.	J. Liddle -	5th
					W. Borrowman	5th
					W. Moore -	4th
Ninewells - - G.A.	16 10 0	- -	- - -	„		
Swinton - - F.C.	15 0 0	- -	29 0 0	Feb.	G. Denholm -	1st
					A. Dipple -	1st
Total - -	199 10 0	- -	290 0 0			
BUTESHIRE.						
Rothesay, East - F.C.	23 0 0	- -	- - -	April		
Total - -	23 0 0	- -	- - -			
CAITHNESS-SHIRE.						
Berriedale - - G.A.	16 10 0	- -	- - -	Aug.		
Dunn - - - G.A.	20 0 0	- -	- - -	„		
John O'Groat's - G.A.	16 10 0	- -	- - -	Sept.		
Lybster - - F.C.	- -	- -	29 0 0	May	W. Millar -	1st
					G. Morrison -	1st
Newlands - - F.C.	- -	- -	15 0 0	„	J. Donaldson -	1st
Pulteneytown - F.C.	23 0 0	- -	59 10 0	June	D. Sutherland	5th
					W. H. Ross -	3rd
					G. Shearer -	2nd

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DUMFRIESSHIRE.	£ s. d.	£	£ s. d.					
Annan - - Par.	- - -	- -	49 10 0	Nov.	J. Johnstone -	2nd		
					J. Murphy -	2nd		
					J. Yeoman -	2nd		
Annan, Infant and Industrial. G.A.	12 0 0	- -	- - -	„				
Carlaverock - - Par.	- -	- -	60 0 0	Dec.	J. Hunter -	2nd		
					J. Howatson -	2nd		
					W. Cowan -	1st		
					J. Johnstan -	1st		
Dryfesdale - - F.C.	16 10 0	- -	- - -	Nov.				
Glencairn - - F.C.	16 10 0	- -	44 0 0	Dec.	J. Ferguson -	4th		
					J. M'Caw -	4th		
Goodhope - - G.A.	16 10 0	- -	- - -	Nov.				
Kirkmahoe - - F.C.	- -	- -	22 10 0	Dec.	W. Hunter -	4th		
Kirkpatrick, Fleming. F.C.	18 0 0	- -	- - -	„				
Langholm - - F.C.	18 0 0	- -	15 0 0	„	A. Little -	1st		
Lochmaben - Par.	- -	- -	17 10 0	Nov.	R. Maxwell -	2nd		
Lokerby, Industrial F.C.	12 0 0	- -	- - -	„				
Total - -	109 10 0	- -	208 10 0					
EDINBURGHSHIRE.								
Balerno, Subscription. G.A.	20 0 0	- -	- - -	April				
Barnton, Female Industrial. G.A.	16 0 0	- -	20 0 0	„	- - -	—	M. Jack -	3rd
Calder, East - G.A.	15 0 0	- -	- - -	„				
Calder, West - Par.	23 0 0		15 0 0	„	J. S. Hope -	1st		
Cockpen - - F.C.	18 0 0		44 0 0	Feb.	J. Miller -	5th		
					J. Scott -	3rd		
Collinton and Currie. F.C.	- -	- -	15 0 0	Jan.	W. C. Russel -	1st		
Coltbridge (Lord M'Kenzie's). F.C.	16 10 0	- -	20 0 0	Feb.	- - -	—	M. Fishburn -	3rd
Cousland, District Church.	18 0 0	- -	15 0 0	Jan.	J. Dickson -	1st		
Cramond - - Par.	16 10 0	- -	20 0 0	April	W. Douglas -	3rd		
Cramond - - F.C.	16 10 0	- -	- - -	Feb.				
Dalkeith, Academy F.C.	26 10 0	- -	69 10 0	„	J. Duncan -	3rd	M. P. Anderson	1st
					G. Anderson -	3rd		
					C. Heath -	2nd		
Davidson's Mains G.A.	20 0 0	- -	31 10 0	April	T. Reid - -	2nd		
					J. Tait - -	1st		
Edinburgh, Advocate's Close. F.C.	25 0 0	- -	- - -	Jan.				
Edinburgh Canongate, Burgh.	18 0 0	- -	108 10 0	April	J. M'Farlane -	5th		
					J. M'Donald -	4th		
					R. Miller -	4th		
					G. Wallace -	2nd		
					R. Gilrog -	1st		
					J. Gilbert -	1st		
Edinburgh, Canon-Sess. gate.	- -	- -	98 0 0	April	G. Simpson -	4th		
					R. Mitchell -	4th		
					J. Davidson -	4th		
					W. Brunton -	3rd		
					T. Marr -	2nd		
Edinburgh, Canongate, Christian Society's (Male).	15 0 0	- -	34 0 0	„	W. Counley -	3rd		
					W. Dunlop -	1st		
Edinburgh, Canongate, Christian Society's (Female).	16 0 0	- -	36 10 0	„	- - -	—	M. Inglis -	4th
							M. Lawrie -	1st

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	£ s. d.	£	£ s. d.			
Edinburgh, St. George's, Local. G.A.	- - -	- -	72 0 0	April	- - - —	J. Allan - 5th E. Barclay - 5th A. Johnson - 5th E. Gibson - 1st
Edinburgh, St. George's, Epis.	30 0 0	- -	15 0 0	March	- - - —	
Edinburgh, St. John's, Epis.	15 0 0	- -	49 0 0	"	D. Moir - - 2nd	H. Fowler - 2nd E. Wilson - 1st
Edinburgh, St. Mary's, Sess.	18 0 0	- -	54 10 0	April	A. M'Lellan - 5th C. Aird - 2nd W. P. Stephen 1st	
Edinburgh, St. Mary's, R.C.	26 0 0	- -	150 10 0	June	- - - —	A. Kelly - 5th M. M'Garvie - 2nd M. Barker - 2nd A. M'Caul - 2nd M. I. Durie - 1st S. M'Guire - 1st J. M'Glinchy - 1st C. Ireland - 1st G. Dan - - 1st T. Rooney - 1st
Edinburgh, St. Patrick's, R.C	- -	- -	100 10 0	Aug.	J. Barker - 5th J. M'Nally - 5th J. Ward - 3rd T. O'Reily - 3rd E. Lynch - 2nd	
Edinburgh, St. Paul's District, F.C.	31 0 0	- -	129 10 0	Feb.	J. Tripney - 4th W. Stewart - 3rd W. M'Donald - 2nd	M. Horne - 4th I. G. Aitchison 3rd M.A. Farquharson. 3rd
Edinburgh, St. Paul's (Carubber's Close). Epis.	- -	- -	62 10 0	March	- - - —	J. Hume - 1st I. Mackell - 2nd E. Young - 2nd I. Wilson - 2nd M. Dixon - 1st
Edinburgh, Tolbooth, F.C.	- -	- -	39 0 0	Feb.	A. Stewart - 5th A. Ramsay - 1st	
Edinburgh, Trinity, Epis.	10 0 0	- -	46 10 0	March	- - - —	E. Bowden - 2nd M. Muir - - 1st M. Ferguson - 1st
Edinburgh, United Industrial.	15 0 0	- -	52 0 0	April	J. Aird - 4th N. Sutherland 2nd T. M'Dermott 1st	
Edmonstone, Female, G.A.	13 0 0	- -	- - -	"		
Fisherrow - - F.C.	15 0 0	25	- - -	Jan.		
Gogar, Female G.A.	13 0 0					
Juniper Green, Female, G.A.	14 0 0	- -	15 0 0	April	- - - —	E. M'Cleish - 1st
Kirknewtown, Female, G.A.	12 0 0	- -	- - -	"		
Kirkhill - - F.C.	15 0 0	- -	- - -	June		
Lasswade, White's-hill Colliery, Subscription. G.A.	20 10 0	- -	22 10 0	April	F. M'Ray - 4th	
Leith - - - R.C.	27 10 0	- -	87 10 0	June	J. Nevin - 5th O. Fairley - 5th J. M'Affray - 5th P. Niven - 2nd	
Leith (Mariners') F.C.	35 0 0	- -	93 10 0	Feb.	P. Stewart - 3rd R. Duncan - 3rd I. Nevin - 2nd	H. H. Peffers - 3rd M. Dickson - 3rd
Leith, St. James' Epis.	21 10 0	- -	34 0 0	March	J. C. Mein - 2nd J. P. Burgoine 2nd	
Leith, St. John's F.C.	16 0 0	- -	15 0 0	Jan.	- - - —	E. M'Nab - 1st
Leith, South - F.C.	25 0 0	25	15 0 0	Feb.	J. Anderson - 1st	
Leith, Victoria - F.C.	16 10 0	- -	- - -	Jan.		
Loanhead, Subscription. G.A.	18 0 0	- -	15 0 0	April	W. Glover - 1st	

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	£ s. d.	£	£ s. d.					
Cupar, Madras Academy. - G.A.	- - -	- -	117 0 0	June	F. Rodger -	4th		
					T. Crighton -	2nd		
					J. Marshall -	1st		
					W. Fernie -	1st		
					J. Higgie -	1st		
					R. Peattie -	1st		
					J. Bruce - -	1st		
					R. Scott - -	1st		
Denhead, Subscription. - G.A.	- - -	- -	25 0 0	"	W. Walker -	5th		
Denino, St. Andrew's. - G.A.	18 0 0	- -	- - -	"				
Dunbog - - Par.	- - -	- -	17 10 0	"				
Dunfermline, Abbey. F.C.	16 10 0	- -	- - -	Aug.	J. Cain - -	2nd		
Dunfermline, Golfdrum (M'Lean's). G.A.	15 0 0	- -	83 0 0	May	J. Turner -	5th		
					C. Pitblade -	3rd		
					R. Thomson -	1st		
					R. Hynd -	1st		
					W. Beveridge -	1st		
Dunfermline, St. Leonard's. G.A.	21 10 0	- -	- - -	"				
Dunfermline, Trinity. Epis.	- - -	- -	15 0 0	March	G. B. Rennie -	1st		
Dysart, Burgh - Par.	- - -	- -	47 10 0	June	P. Pennycook -	4th	M. Bouthron -	5th
Earlsferry Industrial. F.C.	13 0 0	- -	- - -	Oct.				
Earlsferry, Subscription.	16 10 0	- -	- - -	May				
Elie - - - G.A.	20 0 0	- -	- - -	June				
Falkland - - Par.	- - -	- -	82 10 0	"	J. Allan -	5th		
					J. Wallace -	5th		
					J. Lumsden -	4th		
					W. Kilgour -	1st		
Ferry-Port-on-Craig. F.C.	- - -	- -	49 10 0	July	D. Ireland -	3rd		
					J. Martin -	2nd		
					M. Berrie -	1st		
Flockhouse - - F.C.	12 0 0	- -	- - -	"				
Fruchie, Subscription. G.A.	20 0 0	- -	- - -	June				
Kemback - - Par.	- - -	- -	17 10 0	"	D. Melville -	2nd		
Kennoway - - G.A.	20 0 0	- -	54 0 0	"	G. Dickson -	3rd	J. M. Forrester	1st
					J. Brown -	3rd		
Kilconquhar* - Par.	15 0 0	- -	- - -	May				
Kinghorn - - F.C.	20 0 0	- -	- - -	July				
Kirkaldy, Burgh G.A.	- - -	- -	70 10 0	June	A. Hutchinson	2nd		
					W. Stewart -	1st		
					T. Renton -	1st		
					R. Anderson -	1st		
					J. R. Elder -	1st		
Largoward, Subscription. G.A.	18 0 0	- -	- - -	May				
Leven - - - F.C.	15 0 0	- -	34 0 0	Aug.	D. Wilkie -	3rd		
					C. Lamb - -	1st		
Lochgelly - - G.A.	36 0 0	25	- - -	June				
Markinch - - F.C.	- - -	- -	29 0 0	Oct.	D. Clark - -	1st		
					J. Aitkin -	1st		
Monimail, Subscription. G.A.	23 0 0	- -	17 10 0	May	A. Thompson -	2nd		
Newport - - F.C.	16 10 0	- -	34 0 0	July	W. Rait - -	2nd		
					W. Latto -	2nd		
Pathhead and Sinclairtown. G.A.	- - -	- -	77 10 0	June	A. Leslie -	4th		
					A. Page -	3rd		
					A. Black -	3rd		
					J. Burt - -	3rd		
Pitlessie - - F.C.	21 10 0	- -	15 0 0	July	J. Robertson -	1st		
St. Andrew's (Infants). G.A.	12 0 0	- -	34 0 0	June	- - -	—	E. M'Kenzie -	3rd
							M. Thomson -	1st

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	£ s. d.	£	£ s. d.					
Dundee, Rosebank Sess.	18 0 0	- -	119 10 0	July	A. Brown -	3rd	A. J. Hindmarsh.	4th
					W. Murray -	2nd	M. Ritchie -	2nd
					W. Owler -	2nd	M. Crichton -	2nd
							M. Symers -	1st
Dundee, St. Andrew's. F.C.	25 0 0	- -	101 0 0	„	J. Cooper -	4th	J. West -	4th
					J. Mackenzie -	4th	M. M. Forbes	3rd
					W. Barrie -	2nd		
Dundee, St. David's F.C.	15 0 0	- -	98 10 0	„	J. Dewar -	4th	M. M'Laren -	4th
					D. Fairful -	4th	E. Bell - -	2nd
					G. M'Hardy -	2nd		
Dundee, St. John's F.C.	29 10 0	- -	103 10 0	„	J. Yule -	4th	E. Yule - -	5th
					G. Leslie -	1st	M. Boyler -	4th
							M. Sime - -	4th
Dundee, St. Mary Magdalene's. Epis.	- -	- -	15 0 0	June	- - -	—	M. Adams -	1st
Dundee, St. Paul's Epis.	- -	- -	29 0 0	„	W. Kidney -	1st		
					H. Paul - -	1st		
Dundee, St. Peter's F.C.	29 10 0	- -	129 10 0	July	D. Murray -	4th	E. Newton -	5th
					J. Kennedy -	2nd	A. Tarbat -	5th
					D. Suttie -	1st	A. Burns -	2nd
					J. Kermath -	1st		
Dundee, Wallace Town (Juvenile). F.C.	- -	- -	15 0 0	„	D. Ayton -	1st		
Dundee, Wallace Town (Infants) F.C.	11 0 0	- -	77 10 0	„	- - -	—	A. T. Laird -	4th
							A. Duncan -	4th
							J. Watt - -	3rd
							E. Geddes -	2nd
Dunnichen - - Par.	15 0 0	- -	29 0 0	June	R. Addison -	1st		
					J. Stewart -	1st		
Forfar, East, Town End. F.C.	18 0 0	- -	65 0 0	Aug.	T. Carnfoot -	3rd		
					W. Smith -	3rd		
					C. Durward -	1st		
					A. Ogilvie -	1st		
Forfar, West, Endowed. F.C.	20 0 0	- -	- - -	„				
Frieckheim - - F.C.	20 0 0	- -	15 0 0	July	W. Jamie -	1st		
Inverbrothock Sess.	- -	- -	72 10 0	June	A. Coutts -	3rd		
					J. Windram -	3rd		
					A. F. Burns -	3rd		
					T. D. Ogg -	2nd		
Inverbrothock - F.C.	15 0 0	- -	88 0 0	July	A. M'Neill -	5th		
					J. Caird -	3rd		
					A. Ramsay -	3rd		
					A. Milne - -	1st		
					C. Keith -	1st		
Kettins - - Par.	12 0 0	- -	15 0 0	June	- - -	—	I. Henderson	1st
Kirriemuir - Epis.	- -	- -	31 10 0	March	D. M'Donald -	2nd		
					I. M'Donald -	1st		
Ladyloan - - F.C.	21 10 0	- -	93 10 0	Aug.	W. M'Kay -	5th		
					R. Scott -	2nd		
					W. Crockart -	1st		
					J. Lumgair -	1st		
					J. Steven -	1st		
					A. Ramsay -	1st		
Lochee - Sess.	16 10 0	- -	62 0 0	June	J. Bissett -	4th		
					D. Peebles -	4th		
					W. Croll - -	3rd		
Lochlee - Epis.	15 0 0	- -	- - -	„				
Mains - - - Par.	21 10 0	- -	- - -	May				
Monifieth - - Par.	- -	- -	25 0 0	June	R. Stevens -	5th		
Monikie, Female F.C.	13 0 0	- -	15 0 0	July	- - -	—	B. Robertson -	1st
Montrose - Sess.	16 10 0	- -	64 10 0	June	J. Brown -	4th		
					J. B. Sturrock	4th		
					J. Pithie -	4th		
Montrose - Epis.	- -	- -	94 0 0	„	D. Swan - -	2nd	A. D. Stewart -	2nd
					G. Bountiff -	2nd	E. Nicol -	2nd
					J. H. Strachan	1st	H. Strachan -	1st

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Fort William - F.C.	18 0 0	- -	39 0 0	June	S. Cameron -	5th		
					D. M'Phee -	1st		
Grantown, Grammar	25 0 0	- -	49 10 0	Aug.	P. Grant - -	2nd		
					J. Fraser - -	2nd		
					J. M'Kenzie -	2nd		
Glengarry - - G.A.	15 0 0	- -	- - -	,,				
Inverness (Model) F.C.	62 10 0	- -	135 0 0	June	D. M'Pherson	4th		
					A. M'Leod -	2nd		
					J. B. Fraser -	2nd		
					K. M'Rae -	2nd		
					B. M'Kenzie -	1st		
					D. Cameron -	1st		
					A. Fernister -	1st		
					E. Joass - -	1st		
					J. Fraser -	1st		
Kilmalie - - Par.	27 10 0	- -	29 0 0	Aug.	J. Campbell -	1st		
					J. M'Innes -	1st		
Kilmorack - - Par.	- -	- -	39 0 0	,,	J. Mitchell -	3rd		
					J. Campbell -	3rd		
Kirkhill - Par.	- -	- -	29 0 0	,,	E. Fraser -	1st		
					D. Fraser -	1st		
Kirkhill - - F.C.	15 0 0	- -	41 10 0	June	A. Fraser -	5th		
					J. M'Kenzie -	2nd		
Kyleakin - - G.A.	16 10 0	- -	15 0 0	Aug.	D. Campbell -	1st		
Stratherrick - F.C.	16 10 0	- -	15 0 0	June	S. Macpherson	1st		
Strathnairn - Epis.	18 0 0	- -	17 10 0	Sept.	D. M'Gillivray	2nd		
Total - -	359 0 0	- -	789 10 0					
KINCARDINESHIRE.								
Benholme - - F.C.	18 0 0	- -	15 0 0	July	R. G. Welsh -	1st		
Catterline, St. Philip's Epis.	18 0 0	- -	17 10 0	June	J. Taylor -	2nd		
Cyrus, St - - F.C.	18 0 0	- -	20 0 0	Sept.	A. S. Murray -	3rd		
Cyrus, St.* - - Par.	18 0 0	- -	15 0 0	July	A. Silver -	1st		
Cyrus, St. (Porteous, Female). G.A.	12 0 0	- -	- - -	,,				
Cyrus, St. (Stratton's, Endowed). G.A.	10 0 0	- -	17 10 0	,,	- - -	—	M. Duthie -	2nd
Drumlithie, St. John's. Epis.	12 0 0	- -	17 10 0	June	- - -	—	A. Smith -	2nd
Dunnottar - - Par.	- -	- -	34 0 0	July	G. Hunter -	2nd		
					J. Torry -	2nd		
Fettercairn - Par.	21 10 0	- -	20 0 0	Aug.	A. Cameron -	3rd		
Fettercairn - F.C.	15 0 0	- -	- - -	July				
Fourdoun - - F.C.	15 0 0	- -	35 0 0	Sept.	J. Brebner -	2nd	C. Alexander -	2nd
Laurencekirk - Par.	18 0 0	- -	17 10 0	July	J. Cameron -	2nd		
Laurencekirk, Congregational. F.C.	18 0 0	- -	20 0 0	,,	A. Burns -	3rd		
Stonehaven - F.C.	21 10 0	- -	15 0 0	Sept.	R. P. M'Donald	1st		
Total - -	215 0 0	- -	244 0 0					
KINROSS-SHIRE.								
Fossoway - - Par.	15 0 0	- -	- - -	Jan.				
Kinross - - F.C.	- -	- -	49 0 0	Aug.	C. Hutchison -	5th		
					W. Lawrie -	5th		
Maryburgh - - G.A.	42 10 0	- -	- - -	May				
Portmoak - - F.C.	16 10 0	- -	- - -	Aug.				
Total - -	74 0 0	- -	49 0 0					

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Gartaberrie, St. G.A. Mary's,	14 0 0	- -	- - -	Feb.				
Glasgow, An- Burgh. derston.	12 0 0	- -	31 10 0	,,	- - -	—	E. Smith -	2nd
						1st	A. Carbarus -	
Glasgow, Brown- G.A. field, Industrial.	31 10 0	- -	80 10 0	,,	F. Watt -	3rd	M. Scath -	4th
					J. Gunn -	3rd	E. Burns -	3rd
Glasgow, Ch. Ch. Epis.	23 0 0	- -	- - -	Dec.				
Glasgow, Finnieston Mission.	- -	- -	58 0 0	March	J. White- -	1st	E. Smith -	1st
					R. Watson -	1st	C. Rennie -	1st
Glasgow, Free G.A. Tron, Bridgegate.	20 0 0	- -	39 0 0	,,	H. M'Master -	5th		
					D. Miller -	1st		
Glasgow, Milton, G.A.	16 10 0	- -	- - -	Feb.				
Glasgow, Milton, G.A. Industrial.	10 0 0	- -	- - -	,,				
Glasgow, Training G.A.	27 10 0	- -	- - -	April				
Glasgow, Model - G.A.	32 0 0	- -	121 10 0	Feb.	W. Kyle -	4th		
					Q. Pringle -	4th		
					P. Stalker -	3rd		
					A Mearns -	3rd		
					J. Grey -	2nd		
					J. M'Naughton	1st		
					J. Stevenson -	1st		
Glasgow, Model - F.C.	73 10 0	- -	511 10 0	April	J. Taylor -	5th	J. Baird -	3rd
					J. Miller -	4th	J. Duncan -	3rd
					J. Stalker -	4th	M. Harper -	3rd
					M. M'Pherson	3rd	I. Wilson -	3rd
					J. Campbell -	3rd	E. Drysdale -	3rd
					J. Geikie -	3rd	J. Robertson -	3rd
					J. M'Birnie -	3rd	J. Caughie -	2nd
					W. Carlslaw -	2nd	B. Hogg -	2nd
					G. Logan -	2nd	E. Lechie -	2nd
					J. Mercer -	2nd	J. Watson -	2nd
					R. Ronald -	2nd	E. Young -	2nd
					J. Sloane -	2nd	A. Steven -	1st
					J. Watson -	2nd	M. Walker -	1st
					W. Barbour -	1st	J. Clark - -	1st
					W. Murdoch -	1st	H. McTaggart	1st
							M. Binnie -	1st
Glasgow, Old F.C. Wynd.	15 0 0	- -	- - -	March				
Glasgow, Indus- Par. trial.	11 0 0	- -	- -	Jan.				
Glasgow, St. Al- R.C. phonsus'.	- -	- -	30 0 0	June	B. Malony -	1st	H. McKenna -	1st
Glasgow, St. Par. David's.	21 10 0	- -	70 0 0	Feb.	H. Dickie -	4th		
					W. Brodie -	2nd		
					W. Barrow -	2nd		
					J. Gardner -	2nd		
Glasgow, St. Scss. Enoch's.	- -	- -	147 0 0	Jan.	W. Logan -	5th		
					W. Bennie -	5th		
					R. Marshall -	4th		
					A. Watson -	3rd		
					A. M'Phee -	3rd		
					S. S. Brunton -	2nd		
					J. Carswell -	1st		
					J. Moir - -	1st		
Glasgow, St. F.C. George's.	29 0 0	25	83 10 0	March	J. M'Raith -	3rd	E. Moffat -	1st
					G. Martin -	3rd	M. A. Gibson -	1st
					A. Alexander -	2nd		
Glasgow, St. F.C. George's, Kelvin Street.	29 0 0	25	72 0 0	April	D. M'Donald -	3rd	E. Cameron -	3rd
					J. Graham -	2nd		
					R. Brown -	2nd		
Glasgow, St. G.A. John's, Territorial.	- -	- -	87 0 0	March	R. Bowman -	5th	I. M'Call -	1st
					J. Spence -	5th		
					T. Wilson -	5th		
Glasgow, St. John's, Young Street.	15 0 0	- -	31 10 0	Feb.	A. Massie -	2nd		
					D. Borland -	1st		

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	£ s. d.	£	£ s. d.					
Rutherglen - F.C.	23 0 0	- -	113 0 0	March	T. Smith -	5th		
					W. W. Gorman	5th		
					A. Park -	5th		
					W. Robertson	5th		
					M. Allan -	3rd		
Shotts - - F.C.	- -	- -	31 10 0	April	J. Waddell -	2nd		
					T. Napier -	1st		
Springburne (Murdoch's). G.A.	23 0 0	- -	- - -	March				
Stonehouse - F.C.	- -	- -	- - -	April	A. Thompson -	4th		
Total - -	1,143 10 0	150	3,042 0 0					
LINLITHGOWSHIRE.								
Abercorn - - F.C.	- -	- -	22 10 0	Feb.	S. Barclay -	4th		
Bathgate - - Par.	- -	- -	42 0 0	April	W. Calder -	1st		
					W. Gordon -	1st		
					W. Angus -	1st		
Boness (Infants) G.A.	10 0 0	- -	- - -	,,				
Carriden - - Par.	14 0 0	- -	39 0 0	,,	- - -	—	J. Munro -	3rd
							J. Todd - -	3rd
Grangepans, Subscription. G.A.	16 10 0	- -	67 0 0	,,	E. M'Lardy -	5th		
					D. Glass - -	4th		
					J. Abercrombie	4th		
Kirkliston - - F.C.	- -	- -	34 0 0	Feb.	A. Scott -	2nd		
					J. Wardrop -	2nd		
Linlithgow - - F.C.	- -	- -	34 0 0	March	J. Wilson -	2nd		
					A. Brown -	2nd		
Torphichen - - Par.	- -	- -	36 10 0	April	A. Kirkpatrick	3rd		
					J. Russell -	2nd		
Winchburgh - G.A.	15 0 0	- -	- - -	,,				
Total - -	55 10 0	- -	275 0 0					
NAIRNSHIRE.								
Auldearn, Innes - F.C.	14 0 0	- -	- - -	Oct.				
Cawdor - - Par.	20 0 0	- -	- - -	Jan.				
Cawdor - - F.C.	16 10 0	- -	- - -	Oct.				
Nairn - - - F.C.	- -	- -	44 0 0	,,	D. D. Fraser	5th		
					J. M'Gillivray	3rd		
Total - -	50 10 0	- -	44 0 0					
ORKNEY.								
Sandwick - - Par.	- -	- -	15 0 0	Aug.	J. S. W. Twine	1st		
Skelwick (Society's) F.C.	20 0 0	- -	- - -	Sept.				
Stromness, Congregational. F.C.	16 10 0	- -	31 10 0	May	W. Malcolm -	2nd		
					S. Hourston -	1st		
Total -	36 10 0	- -	46 10 0					
PEEBLESSHIRE.								
Inverleithen - F.C.	25 0 0	- -	- - -	Feb.				
Peebles - - F.C.	18 0 0	- -	17 10 0	,,	J. Foster -	2nd		
West Linton - Epis.	15 0 0	- -	15 0 0	Dec.	- - -	—	A. Watson -	1st
Total - -	58 0 0	- -	32 10 0					

Name and Denomination of School.	Annual Grants conditionally awarded			Month in which Annual Examination is to be held.	Name of Apprentice, and Year of Apprenticeship.			
	In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.	In Stipends to Assistant Teachers.	In Stipends to Apprentices, and Gratuities to Teachers instructing them.		Boys.		Girls.	
	£ s. d.	£	£ s. d.					
Kirkmichael - F.C.	21 10 0	- -	- - -	Aug.				
Loch Earn Head F.C.	20 0 0	- -	17 10 0	„	A. Angus -	2nd		
Meickleour - Par.	15 0 0	- -	- - -	June				
Methven - - F.C.	15 0 0	- -	17 10 0	Aug.	D. Taylor -	2nd		
Monzievaird and Strowan. Par.	21 10 0	- -	15 0 0	June	A. Murray -	1st		
Moulin - - - Par.	- -	- -	49 0 0	May	A. Morrison -	5th		
					D. M'Dougall -	5th		
Muchart - - Par.	- -	- -	15 0 0	June	J. Saunders -	1st		
Muthill - - F.C.	- -	- -	20 0 0	Aug.	S. Tully -	3rd		
Perth, Cathedral, Epis. Free.	- -	- -	15 0 0	March	W. Scott -	1st		
Perth, East Parish, Congregational.	20 0 0	- -	29 0 0	June	D. Ferguson -	1st		
					H. Fisken -	1st		
Perth (Infants) Par.	10 0 0	- -	83 0 0	„	- - -	—	C. Campbell -	5th
							A. Ferguson -	5th
							C. Mason -	2nd
							M. A. Mearn -	2nd
Perth (Middle Parish). Sess.	16 10 0	- -	72 10 0	May	W. C. Dewar -	5th		
					E. Fleming -	2nd		
					C. Thomson -	2nd		
					D. Mackenzie -	2nd		
Perth (New Row) N.	- -	- -	108 0 0	„	J. Lennie -	5th		
					P. Donaldson -	5th		
					W. C. Mallock -	5th		
					W. Shepherd -	3rd		
					D. Robertson -	3rd		
Perth, St. Leonard's. F.C.	15 0 0	- -	57 10 0	Aug.	A. Hampton -	2nd		
					C. Mann -	1st		
					W. Clune -	1st		
					J. Jackson -	1st		
Perth, St. Ninian's. Epis.	- -	- -	17 10 0	March	W. Cant -	2nd		
Perth (Stewart's), Free Trade School.	20 0 0	- -	31 10 0	June	T. Crawford -	2nd		
					J. Johnston -	1st		
Perth, Watergate N.	16 10 0	- -	87 10 0	„	J. Greig -	5th		
					D. Reid -	5th		
					R. M'Arthur -	5th		
					J. Kettie -	2nd		
Perth, West - - F.C.	20 0 0	- -	113 10 0	July	W. Stirton -	5th	A. Miller -	1st
					J. Gloag -	3rd		
					T. Smith -	2nd		
					J. Bridges -	1st		
					T. Bryson -	1st		
					A. Shaw -	1st		
Pitcairn Green - F.C.	15 0 0	- -	- - -	Aug.				
Pitlochry - - G.A.	25 0 0	- -	39 0 0	May	J. Walker -	4th		
					A. Duff -	2nd		
Scone - - - F.C.	15 0 0	- -	15 0 0	Aug.	G. Anderson -	1st		
Stanley - - F.C.	16 10 0	- -	31 10 0	„	A. Fleming -	2nd		
					A. M'Millan -	1st		
Strathbrand - F.C.	20 0 0	- -	- - -	„				
Strathlock - - G.A.	16 10 0	- -	17 10 0	June	A. Stewart -	2nd		
Strone of Callie - G.A.	15 0 0	- -	- - -	„				
Strowan, Society -	- -	- -	20 0 0	„	P. Macdonald -	3rd		
Trinity Gask - Par.	15 0 0	- -	- - -	„				
Tullibardine - G.A.	16 10 0	- -	- - -	„				
Total -	903 0 0	- -	1,930 10 0					
RENFREWSHIRE.								
Bishopton - - F.C.	16 10 0	- -	- - -	March				
Cathcart - - Par.	15 0 0	- -	39 0 0	Feb.	A. Robertson -	5th		
					J. Wilson -	1st		
Househill, Endowed G.A.	16 0 0	- -	20 0 0	„	- - -	—	J. Sampson -	

Name and Denomination of School.	Annual Grants conditionally awarded: In Augmentation of Certificated Teachers' Salaries; and in Retiring Pensions.			In Stipends to Assistant Teachers.		In Stipends to Apprentices, and Gratuities to Teachers instructing them.			Month in which Annual Examination is to be held.	Name of Apprentice, and Year of Apprenticeship. Boys.		Girls.	
	£	s.	d.	£		£	s.	d.					
Mossfield, Gaelic Association.	15	0	0	-	-	-	-	-	Aug.				
Muirton - - G.A.	-		-	-	-	22	10	0	„	A. M'Lean -	4th		
Stornoway - - F.C.	20	0	0	-	-	39	0	0	June	A. M'Rae -	3rd		
										D. R. M'Kenzie	3rd		
Tain, Congregational. F.C.	-		-	-	-	39	0	0	„	A. Ross - -	3rd		
										D. Munro -	3rd		
Tarbat - - - G.A.	16	10	0	-	-	17	10	0	„	W. Ross -	2nd		
Total - -	321	10	0	-	-	515	10	0					
ROXBURGHSHIRE.													
Fairnington - G.A.	20	0	0	-	-	-	-	-	Dec.				
Hawick, St. Epis. Mary's.	-		-	-	-	29	0	0	„	R. Brown -	1st		
										F. Revel -	1st		
Jedburgh, St. Epis. John's.	-		-	-	-	20	0	0	„	J. King -	1st		
										J. Auderson -	1st		
Jedburgh (Infants) G.A.	12	0	0	-	-	-	-	-	„				
Melrose, Congregational. F.C.	27	0	0	-	-	31	10	0	Feb.	J. Scott - -	2nd		
										W. Robertson	1st		
Smailholm - - F.C.	15	0	0	-	-	15	0	0	„	J. Cranston -	1st		
Wilton - Epis.	-		-	-	-	15	0	0	Dec.	F. Revell -	1st		
Yetholme, Kirk - Par.	18	0	0	-	-	-	-	-	March				
Yetholme, Town -	13	0	0	-	-	-	-	-	Dec.				
Total - -	105	0	0	-	-	110	10	0					
SELKIRKSHIRE.													
Gala, Subscription G.A.	23	0	0	-	-	77	10	0	„	J. Robson -	4th		
										W. Scott -	3rd		
										H. Bell - -	3rd		
										G. Fairbain -	3rd		
Galashiels - - Par.	-		-	-	-	90	0	0	„	A. Welsh -	5th		
										J. Roberts -	5th		
										A. Rankin -	4th		
										P. Brown -	4th		
Total - -	23	0	0	-	-	167	10	0					
STIRLINGSHIRE.													
Bainsford - - G.A.	21	10	0	-	-	55	0	0	March	W. Logan -	1st		
										R. Milne -	1st		
										J. Wood -	1st		
										J. Ure - -	1st		
Bannockburn, Subscription.	18	0	0	25		29	0	0	„	J. Spiers -	1st		
										T. Stevenson -	1st		
Bannockburn - F.C.	20	0	0	-	-	-	-	-	Aug.				
Bridge of Allan - F.C.	-		-	-	-	17	10	0	July	D. Moir - -	2nd		
Brighton in Polmont. F.C.	16	10	0	-	-	41	10	0	Aug.	J. M'Arthur -	5th		
										R. M'Leay -	2nd		
Denny - - Par.	-		-	-	-	31	10	0	March	W. Kinghorn	2nd		
										J. Campbell -	1st		
Dunnipace - - F.C.	15	0	0	-	-	13	0	0	Aug.	W. Laing -	1st		
Falkirk - - Par.	-		-	-	-	15	0	0	March	G. M'Roberts	1st		
Falkirk - - F.C.	26	0	0	-	-	20	0	0	Aug.	J. Maxwell -	3rd		
Falkirk, St. Francis' R.C.	-		-	-	-	15	0	0		W. O'Donnell	1st		
Fintry - - Par.	16	10	0	-	-	-	-	-	March				
Grangemouth, Subscription.	28	0	0	-		35	0	0	„	W. Campbell -	2nd	I. W. Hutton	2nd

ANNUAL CALENDAR OF TEACHERS

WHO HAVE OBTAINED CERTIFICATES OF MERIT.

(Completed to the 1st of January 1855.)

MASTERS OF SCHOOLS, AND STUDENTS IN TRAINING SCHOOLS.

*** *Each of the* THREE CLASSES *of Certificates is subdivided into* THREE DIVISIONS; *and the figures* (1, 2, 3) *indicate the particular Division of the Class of Certificate which the Teacher holds.*

The Letters (A) *and* (D), *after a Teacher's name, indicate* (A) *that his School is entitled to a Grant for the purchase of Scientific Apparatus* (*Minutes of* 1852–3, *vol.* 1, *p.* 154); *and* (D) *that he, or she, holds a Certificate of Competency as a Teacher of Drawing* (*Minute of* 28 *January* 1854).

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Abbott, H.	- - - - -	- - -	.	3	.
Abbott, W. T.	Kingswinford, St. Mary's, Ch. of Eng.	Staffordshire	.	.	2
Adam, G.	Glasgow, Normal, F. C. S.	Glasgow	.	2	.
Adam, J.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	2
Adam, W.	Newton-on-Ayr, F. C. S.	Ayr	.	2	.
Adams, E.	Ravenhead, British Plate Glass Company, Ch. of Eng.	St. Helen's, Lancashire.	.	.	2
Adams, J.	Edinburgh, F. C. Normal	Edinburgh	.	3	.
Adams, J.	Pembroke Dock, B. S.	Pembroke	.	2	.
Adams, O.	Liverpool, St. Thomas' and St. William's, R. C. S.	Lancashire	.	1	.
Adams, T. A.	Highgate, Ch. of Eng.	London	.	.	3
Adams, W.	Birmingham, St. Philip's, Ch. of Eng.	Birmingham	3	.	.
Adkin, H.	- - - - -	- - -	.	2	.
Agar, R.	(Student, Oxford)	- - -	.	3	.
Agent, S.	Effingham, Ch. of Eng.	Leatherhead	.	.	3
Ager, G.	- - - - -	- - -	.	.	1
Aishton, J.	St. Pancras, Ch. Ch., Ch. of Eng.	London	.	.	3
Aitken, M.	Bridgetown, F. C. S.	Perthshire	.	.	3
Aiton, W.	East Kilbride, F. S.	Lanarkshire	.	.	2
Akers, J.	Banbury, Ch. of Eng.	Oxford	.	3	.
Alder, J.	Manchester, Cheetham's Hospital.	Lancaster	3	.	.
Alexander, W.	(Student, Glasgow, F.C.Norm.)	- - -	.	2	.
Allan, A.	(Student, Glasgow, F.C.Norm.)	- - -	.	.	2
Allan, A.	Willington, Ch. of Eng.	Durham	.	.	3
Allan, C.	Wilkiston, F. C. S.	Ratho	.	.	3
Allan, D.	Dunblane, F. C. S.	Perth	.	.	1
Allan, G.	Keith, F. C. S.	Banff	.	3	.
Allan, J.	(Student, Edinb., F. C. Norm.)	- - -	.	.	2
Allan, J.	Birkenhead, Holy Trinity, Ch. of Eng.	Birkenhead	.	3	.
Allan, J. B.	Paisley, Causeyside, Scss.	Renfrew	.	.	2
Allen, C.	Tillington, Ch. of Eng.	Petworth	.	.	1
Allen, F.	Pembroke Dock, Ch. of Eng.	Pembroke	.	2	.
Allen, J.	Hurdsfield, Ch. of Eng.	Macclesfield	.	.	2
Allin, W. H.	Sunderland, Whitburn Street, Wes.	Durham	.	.	2
Allpass, J. W.	Tenterden, B. S.	Kent	.	.	1
Allport, J.	Lincoln, Central, Ch. of Eng.	Lincolnshire	.	2	.
Ambler, H.	Newington, Ch. of Eng.	Sittingbourne	.	.	2
Ames, J.	Borough Road, Model, B. S.	Surrey	.	.	1
Anderson, A.	(Student, Edinb., F. C. Norm.)	- - -	.	1	.
Anderson, A.	Bellie, Par. S.	Fochabers	3	.	.
Anderson, J.	(Student, Saltley)	- - -	.	.	2
Anderson, J.	(Left Profession)	- - -	3	.	.
Anderson, J. E.	West Kilbride, F. C. S.	Ayrshire	.	.	1
Anderson, W.	Preston, Central, Ch. of Eng.	Preston	.	.	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Baldock, T.	Liverpool, St. Augustine's, Ch. of Eng.	Lancashire	.	.	3
Baldry, S. T.	Whorlton, Ch. of Eng.	Barnard Castle	.	.	1
Baldwin, J.	Worsley, near Eccles, Ch. of Eng.	Manchester	.	3	.
Balfrey, W.	Alfreton, Ch. of Eng.	Derbyshire	.	.	2
Ball, E.	Waltham-le-Wold, Ch. of Eng.	Melton-Mowbray	.	2	.
Ball, J.	Freehay, St. Chad's, Ch. of Eng.	Cheadle	.	.	2
Ball, T. D.	Hull, Holderness Ward, B. S.	Hull	.	.	3
Ballantyne, J.	Barnside, S.	Ayr	.	.	3
Bamford, R.	Marsden, Ch. of Eng.	Huddersfield	.	.	3
Bamford, S.	Leeds, Nether Green Woodhouse, Ch. of Eng.	York	.	3	.
Bamford, W. W.	Hoyland, Ch. of Eng.	Barnsley	.	.	1
Bamforth, J.	(Ordained)		.	1	.
Banks, J.	North Knapdale, Parochial	Lochgilphead	.	.	3
Bannister, R.	(Student, Chelsea, St. Mark's)		.	.	3
Banson, J.	Fakenham, Ch. of Eng.	Norfolk	.	2	.
Banson, J.	Walsingham, Ch. of Eng.	Norfolk	.	.	1
Barber, T.	Moseley, Ch. of Eng.	Birmingham	.	3	.
Barclay, J.	Huntley, F. C. S.	Aberdeen	.	.	3
Barfoot, E.	Umaston and Boulston, Ch. of Eng.	Haverfordwest	.	.	1
Barfoot, W. R.	(Student, Kneller Hall)		.	.	1
Barham, G.	Holloway, St. James', Ch. of Eng.	Middlesex	.	.	3
Barker, T. D.	Leeds, Ch. Ch., Ch. of Eng.	York	.	.	1
Barnacle, H.	Edinburgh, Scottish Episcopal Training Institution.	Edinburgh	.	.	1
Barnard, W.	(Student, Battersea)		.	3	.
Barnecutt, J.	Llanelly, B. S.	Carmarthen	.	.	3
Barnes, W.	(Student, Saltley)		.	.	3
Barnett, G.	(Student, Edinburgh, F. C. Normal.)		.	.	3
Barnwell, W.	Isleworth, St. Mary's, R. C. S.	Middlesex	3	.	.
Barr, T.	(Student, Edinburgh, F. C. Normal.)		.	.	1
Barraclough, J.	Royston, Ch. of Eng.	Barnsley	.	.	3
Barraclough, J.	Hoylandswaine, Ch. of Eng.	Barnsley	.	.	3
Barrett, W. C.	Devonport, St. Stephen's, Ch. of Eng.	Devonshire	2	.	.
Barrow, J.	Barnstaple, Wes.	Devonshire	.	2	.
Bartlett, G. W.	Darlington, B. S.	Darlington	.	.	3
Barton, E.	Cleator, Ch. of Eng.	Egremont	.	.	2
Barton, H. J.	(Student, Highbury)		.	.	3
Barton, W. H.			.	1	.
Barville, G.	Sheriff Hutton, Wes.	Yorkshire	.	.	3
Bass, J. K. S.	(Student, Caermarthen)		.	.	3
Batchelder, J.			.	.	3
Batchellor, C.	Latton, P. S.	Wiltshire	.	.	1
Bates, E.	Sydenham, Ch. of Eng.	Kent	.	.	3
Bates, G.	Beachampton, Ch. of Eng.	Buckinghamshire	.	.	3
Battersby, T.			.	.	3
Battersby, W.	(Student, Chelsea, St. Mark's)		.	.	2
Batty, S.	Bradford Grammar School, Ch. of Eng.	Yorkshire	.	.	1
Bauchope, J.	Edinburgh, Newington, Sess.	Edinburgh	.	2	.
Baughan, W.	(Student, Kneller Hall)		.	3	.
Bax, R.	Salford, B. S.	Lancashire	.	.	3
Baxter, A.	Pocklington, Wes.	York	.	.	2
Bayley, J. B.	Uttoxeter, St. Mary's, N. S.	Staffordshire	.	3	.
Bayley, W.	(Student, Chichester)		.	.	3
Beal, W. E.	(Student, Oxford)		.	3	.
Beale, W.	Hadleigh, Ch. of Eng.	Suffolk	.	1	.
Beanland, J.	Tankersley, Ch. of Eng.	Barnsley	.	.	3
Beard, J.	Bridport, B. S.	Dorset	.	1	.
Beaton, M.	Armadale, G. A. S.	Linlithgow	.	.	3
Beavs, J. H.	Stratford, Ch. Ch., Ch. of Eng.	Essex	.	.	2
Beckett, C.	Castle Rising, Ch. of Eng.	Norfolk	.	.	3
Beckett, J.	Tranmere, Ch. of Eng.	Birkenhead	.	.	3
Beckett, T.	Manchester, St. Jude's, Ch. of Eng.	Lancashire	.	.	3
Bedford, J.			.	.	3
Bee, J.	Chalford, Ch. of Eng.	Gloucestershire	.	1	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Blain, R.	Edinburgh, Heriot's Hospital	Edinburgh	.	3	.
Blair, A.	Peebles, F. C. S.	Peebles	.	.	1
Blakiston, W. C.	Thorpe, Ch. of Eng.	Chertsey	.	.	3
Bland, W.	Duffield, Endowed, Ch. of Eng.	Derbyshire	.	3	.
Blane, J.	Inverness, F. C. (Model)	Inverness-shire	.	2	.
Bleaney, J.	Whitley, St. Michael's, Ch. of Eng.	Whitley	.	3	.
Bleksley, A. R. H.			.	.	2
Blenkarn, W. F.	(Student, Borough Road)		.	3	.
Blezard, R.	(Student, York and Ripon)		.	.	1
Bliss, R. L.	Bilston, St. Leonard's, Ch. of Eng.	Staffordshire	.	.	3
Bliss, W. H.	Bosbury, Endowed, Ch. of Eng.	Ledbury	.	.	2
Blizard, J.	Taunton, Central, Ch. of Eng.	Taunton	.	.	3
Blythe, R.	Windsor, St. Mark's, Ch. of Eng.	Berkshire	.	1	.
Boag, J.	Glasgow, St. Peter's, F. C. S.	Lanark	.	.	1
Boardman, A.			.	2	.
Boddie, A.	Aberdeen, Woodside, F. C. S.	Aberdeen	.	.	2
Boden J.	Ecclesall, Ch. of Eng.	York	.	3	.
Bogle, J.	Over, Ch. of Eng.	Winsford	.	.	3
Bolton, J.	Horseforth, Ch. of Eng.	Leeds	.	3	.
Bolton, J.	Bradford, Messrs. Walkers' Factory, Ch. of Eng.	Yorkshire	.	.	1
Bolton, J.	Holkham, Ch. of Eng.	Wells, Norfolk	.	.	2
Bolton, J. T.	(Student, Chelsea, St. Mark's)		.	.	1
Bonar, D.	Preston Kirk, F. C. S.	Haddington	.	2	.
Bond, J.	Crewkerne, Ch. of Eng.	Somerset	.	2	.
Bond, R.	Tysoe, Ch. of Eng.	Warwick	.	3	.
Bond, W.	(Left England)		2	.	.
Booth, J. W.	Liverpool, St. Andrew's, Ch. of Eng.	Lancaster	.	.	3
Booth, T.	Embsay, Ch. of Eng.	Skipton	.	.	1
Boswell, J.	Stewarton, F. C. S.	Ayrshire	.	.	2
Botheras, R.	Croft and Yarpole, Ch. of Eng.	Herefordshire	.	.	3
Bott, T. H.			.	1	.
Bottom, W.	Coventry, St. Michael's, Ch. of Eng.	Warwickshire	.	.	3
Bottomley, T.	Wallingford, Ch. of Eng.	Berkshire	.	.	3
Boughey, J.			.	.	1
Bouiden, J.	Clapham, Ch. of Eng.	London	.	3	.
Bowen, J.	(Student, Caermarthen)		.	3	.
Bowerbank, T.	(Student, Durham)		.	.	3
Bowie, W.	Glasgow, St. John's, F. C. S.	Lanark	.	.	2
Bowlker, C.	Colton near Milnthorpe, Ch. of Eng.	Lancashire	.	3	.
Bowman, A.	(Student, Glasgow, F. C. Norm.)		.	3	.
Bowman, E.	Castle End, Ch. of Eng.	Cambridge	.	.	3
Bowmas, J.	Calne, Ch. of Eng.	Wilts	.	2	.
Box, J.	Sharples, Messrs. Ashworth's, B. S.	Lancashire	.	.	1
Boyd, J. P.	Ayr, Epis.	Ayr	.	.	2
Boyes, G.	New Pitsligo, Epis.	Aberdeen	.	2	.
Boyle, A. H.	Aberdeen, North, Parish, Sess.	Aberdeen	.	.	3
Boyns, R.	Brierley Hill, Wes.	Staffordshire	.	.	1
Bradbury, J.	Lees, Zion, B. S.	Oldham	.	.	3
Bradbury, W.	Higher Sutton, Ch. of Eng.	Cheshire	.	.	3
Bradley, J. W.	City Road, Joy Street, Wes.	London	.	1	.
Bradshaw, J.	Brompton, Ch. of Eng.	London	.	2	.
Braid, A. J.	Redhill, Philanthropic Farm S.	Reigate	.	.	3
Brand, P.	Great Yarmouth, St. Nicholas', Ch. of Eng.	Great Yarmouth	.	.	3
Branter, W.	Keighley, Ch. of Eng.	Keighley	.	.	3
Bray, B.	Lynn Regis, St. John's, Ch. of Eng.	Lynn Regis	.	.	2
Brayshaw, T.	Bierley, Ch. of Eng.	Ripon	.	.	3
Brebner, G.	(Student, Edinburgh, G. A. Normal.)		.	2	.
Brereton, E. W.	Cheltenham, Training, Ch. of Eng.	Gloucester	3	.	.
Brewer, S. B.			.	.	1
Brewin, A.	St. Bee's, Grammar S. Ch. of Eng.	Cumberland		1	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. 1st Class.	2nd Class.	3rd Class.
Burgess, J.	Downe, F. C. S.	Perth	3	.	.
Burgoyne, W. T.	Clayton, Ch. of Eng.	York	3	.	.
Burley, R.	Dartford, Wes.	Kent	.	.	2
Burr, J. F.	Burnham, Ch. of Eng.	Norfolk	.	3	.
Burroughs, J.	Hackney Road, B. S.	London	.	.	2
Burrows, J.	-	-	.	.	2
Barrows, R. L.	Bodmin, Wes.	Cornwall	.	.	2
Burt, F.	Shirley, Parochial	Hants	.	.	3
Burt, G.	Carlisle, Fawcett's S., Ch. of Eng.	Cumberland	.	.	3
Burt, J. J.	Monkton, Farleigh S., Ch. of Eng.	Wilts	.	.	2
Burton, W.	Lawton, Ch. of Eng.	Chester	.	.	3
Busby, J. T.	-	-	.	.	2
Busby, J. W.	Dorchester, Ch. of Eng.	Dorset	.	.	2
Bushnell, T. W.	Clewer, Ch. of Eng.	Windsor	.	.	2
Butterworth, J.	(Student, Chester)	-	.	.	1
Byers, J.	(Student, Glasgow, G.A. Norm.)	-	.	2	.
Caernarton, P. C.	-	-	.	3	.
Cain, J.	(Student, Oxford)	-	.	.	3
Caine, J. J.	Fulham, P. U. S.	Middlesex	.	3	.
Calder, J.	(Student, Edinburgh, F. C. Normal.)	-	.	3	.
Calder, P.	Grantown Grammar School	Inverness-shire	3	.	.
Calder, W.	Leuchars, P.S.	Fifeshire	.	2	.
Callard, H.	Newcastle-on-Tyne, Castle Garth, Ch. of Eng.	Northumberland	.	.	1
Calvert, E.	Glasgow, Model School	Lanark	.	3	.
Cameron, A.	Bonniton, F.C.S.	Forfarshire	.	3	.
Cameron, A. C.	Fettercairn, Parochial	Kincardine	.	2	.
Cameron, D.	Achnagart, G. A. S.	Bonar Bridge	.	.	3
Cameron, D.	Killean, F. C. S.	Argyllshire	.	.	3
Cameron, J.	(Student, Edinburgh, G. A. Normal.)	-	.	.	2
Cameron, J.	Brechin, F. C. S.	Forfarshire	.	2	.
Cameron, J.	Edinburgh, Roxburgh Street, F. C. S.	Edinburgh	.	.	1
Cameron, J.	-	-	.	.	3
Cameron, J.	(Student, Edinburgh, F. C. Normal.)	-	.	2	.
Cameron, P.	Durine, G. A. S., near Durness	Sutherland	.	.	2
Cameron, P.	(Student, Edinburgh, F. C. Normal.)	-	.	.	3
Campbell, C.	-	-	.	.	1
Campbell, D. M'Donald	(Student, Edinburgh, G. A. Normal.)	-	.	3	.
Campbell, D.	Stepney, All Saints', Ch. of Eng.	London	.	.	3
Campbell, D.	Barcaldine, G. A. S.	Argyllshire	.	.	3
Campbell, J.	Creich, Parochial	Bonar Bridge	.	3	.
Campbell, J.	Pitlochry, G.A.S.	Perthshire	3	.	.
Campbell, J.	Kildonan, G. A. S.	Sutherland	.	.	3
Campbell, M.	Lochend, F. C. S.	Campbeltown	.	.	3
Campbell, R.	Skerray, G.A.S.	Thurso, Farr	.	.	1
Canner, W.	York, Walmgate, Ch. of Eng.	York	.	.	3
Cantopher, W. E.	Birmingham, St. Peter's, R.C.S.	Birmingham	3	.	.
Capel, T. J.	(Student, Hammersmith, R.C.S.)	-	.	2	.
Capewell, W.	Derby, St. Alkmund's, Ch. of Eng.	Derby	.	.	2
Carey, G. T.	(Student, Battersea)	-	.	.	1
Carilon, J.	Isleworth, Ch. of Eng.	Middlesex	.	3	.
Carmichael, F.	-	-	.	.	3
Carmichael, J.	Bishopton, F.C.S.	Renfrew	.	.	1
Carrduff, A.	Cathcart, Parochial	Glasgow	.	.	3
Carnduff, D.	Edinburgh, St. Mary's, Sess.	Edinburgh	.	.	1
Carnduff, W.	Houston and Killellan, Par.	Johnstone	.	2	.
Carne, T.	Baldin, Ch. of Eng.	Truro	.	.	3
Carr, G. S.	Kirkstall, St. Stephen's, Ch. of Eng.	Leeds	.	.	1
Carr, W. T.	Leeds, Robert Town, Ch. of Eng.	York	.	.	3
Carson, A.	(Student, Chelsea, St. Mark's)	-	.	.	3
Carswell, A.	-	-	.	3	.
Carter, J.	Barham, Ch. of Eng.	Canterbury	.	.	3
Carter, J.	(Student, Winchester)	-	.	.	1

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Close, R.	Lower Broughton Lane, Ch. of Eng.	Manchester	.	.	3
Clouting, R.	Axmouth, Ch. of Eng.	Colyton	.	.	3
Coates, B.	Winterton, Wes.	Lincoln	.	.	1
Cobbing, J.	Upton-cum-Chalvey, Ch. of Eng.	Slough	.	3	.
Coburn, J.	(Student, Highbury)	-	.	.	1
Cock, J. T.	St. Ives, Wes.	Cornwall	.	1	.
Cock, J.	Lochee, Sessional	Forfarshire	.	.	2
Cockrem, R.	Lenton, Ch. of Eng.	Nottinghamshire	.	.	1
Coghlan, E.	Home and Colonial, Training	London	.	3	.
Colborne, P.	Kingsbridge and Dodbrook B.S.	Devon	.	.	2
Cole, F.	Swansea, Ch. of Eng.	Glamorganshire	3	.	.
Cole, J.	St. George's Road, House of Occupation.	Southwark	3	.	.
Cole, T.	Messingham, Ch. of Eng.	Kirton-in-Lindsay	.	.	3
Collard, E. C.	(Ordained)	-	2	.	.
Collard, H.	(Student, Chichester)	-	.	.	3
Collier, J.	-	-	.	.	1
Collier, J.	St. Erth, P. S.	Cornwall	.	1	.
Collier, T. J.	Winsford, Ch. of Eng.	Chester	.	.	3
Collins, A. W.	St. Clement Danes, Strand, Ch. of Eng.	London	.	.	1
Collins, J.	Stretford, Ch. of Eng.	Lancashire	.	3	.
Collinson, T.	Alnwick, the Duke's School, Ch. of Eng.	Alnwick	3	.	.
Collinson, T.	(Student, Cheltenham)	-	.	.	1
Collinson, W.	Staveley, Ch. of Eng.	Yorkshire	.	.	2
Collis, W.	(Student, Glasgow, F.C.Norm.)	-	.	.	3
Combes, H.	Chichester, B.S.	Sussex	.	1	.
Connell, D. M.	Aberdeen, Free North Ch. S.	Aberdeen	.	.	2
Connell, J. B.	(Student, Chester)	-	.	.	3
Constable, J.	(Student, Edinburgh, F. C. Normal.)	-	.	3	.
Cook, J.	London, Mansfield Street, Borough Road, Presbyterian S.	Surrey	.	.	3
Coomber, H.	Hulme, Commercial S.	Manchester	.	3	.
Coomber, T.	(Student, Cheltenham)	-	.	2	.
Coombes, J.	Stockport Grammar S.	Cheshire	.	.	3
Cooper, A.	Highbury Training S.	London	3	.	.
Cooper, P.	Camberwell, Ch. Ch., Ch. of Eng.	Surrey	3	.	.
Cooper, H.	-	-	.	.	1
Cooper, J. R.	Hastings, All Saints', Ch. of Eng.	Sussex	.	.	2
Cooper, Z.	(Student, Oxford)	-	.	3	.
Copeland, H.	-	-	.	.	1
Copland, J.	Kilwinning, Ch. of Scot.	Ayrshire	.	.	2
Copland, M. J.	(Student, Edinburgh, G. A. Normal.)	Edinburgh	.	.	2
Corbett, J.	(Student, Kneller Hall)	-	.	.	3
Corbett, J.	(Student, Hammersmith, R. C. S.)	-	.	.	1
Corke, R.	Streatham, Ch. of Eng.	Surrey	.	3	.
Corken, G.	Arbroath, F. C. Institution	Forfarshire	1	.	.
Corme, R.	Falmouth, B. S.	Falmouth	.	.	2
Cossens, J.	-	-	.	.	1
Coullie, J.	Methven, F. C. S.	Methven	.	.	3
Coulson, J.	(Student, Durham)	-	.	.	2
Coulthwaite, S.	Teston, Ch. of Eng.	Maidstone	.	.	3
Courtney, J.	Bristol, Hannah More's, Ch. of Eng.	Bristol	.	.	1
Coutts, J. T.	Dunn, G. A. S.	Caithness	.	.	3
Coverly, S.	Rhuddlan, Ch. of Eng.	Rhyl	.	.	2
Cowan, G.	Kirkmaiden, F. C. S.	Stranraer	.	.	1
Cowburn, R.	-	-	.	.	3
Cowcher, J. A.	Farcham, Ch. of Eng.	Hants	.	3	.
Cowdell, J. M.	Holme, Ch. of Eng.	Hants	.	.	2
Cowen, J.	Riddings, Ch. of Eng.	Alfreton	.	.	1
Cowie, A. R.	Insch, F. C. S.	Aberdeenshire	.	.	3
Cowie, H.	-	-	.	3	.
Cowper, J.	Macduff, F. C. S.	Banff	.	3	.
Cox, A.	Burwash, Ch. of Eng.	Hurst Green	.	.	3
Cox, C.	Glasgow, F. C. Normal	Glasgow	.	3	.
Cox, H.	Maidstone, P. U. S.	Kent	.	.	2
Cox, T.	Huxley, Ch. of Eng.	Waverton, Cheshire	.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate. 1st Class.	2nd Class.	3rd Class.
Dale, J.	Failfley, Ch. of Scot.	Duntocher	3	.	.
Dalby, W.	Newbury, Wes. Day S.	Berks	.	.	3
Dale, J.	Leadhills, Ch. of Scot.	Lanark	3	.	.
Dale, J. D.	(Student, Glasgow F.C.Norm.)	-	.	.	3
Dalley, H.	(Student, Caermarthen)	-	.	.	3
Dalton, C.	Bramley, Ch. of Eng.	Leeds	.	.	2
Dandson, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	2
Dare, J.	Liverpool, St. Martin's, Ch. of Eng.	Lancaster	.	.	2
Dart, H.	Torquay, Ch. of Eng.	Devonshire	.	.	1
Dart, J.	(Student, Chelsea, St. Mark's)	-	.	.	1
Davey, C. M.	Mansfield Woodhouse, Ch. of Eng.	Nottinghamshire	.	.	2
Davey, H. M.	Jersey, St. Mark's, Ch. of Eng.	Jersey	.	.	3
Davey, J. W.	-	-	.	.	3
Davey, W.	Walkden Moor, Ch. of Eng.	Lancashire	3	.	.
David, W.	(Ordained)	-	3	.	.
Davidson, A.	Ellon, F.C.S.	Aberdeenshire	.	1	.
Davidson, A.	Blacklumnans, Ch. of Scot.	Perth	.	.	2
Davidson, J.	Leswalt, F.C.S.	Wigtonshire	.	2	.
Davidson, J.	Portsoy, Ch. of Scot.	Banffshire	.	3	.
Davidson, J.	Brechin, St. Andrew's, Epis.	Forfar	.	.	2
Davies, D.	-	-	.	.	1
Davies, E.	Truro, B. S.	Truro	.	.	3
Davies, G.	(Student, Cheltenham)	-	.	1	.
Davies, J.	Llangefni, Ch. of Eng.	Anglesea	.	.	2
Davies, J.	Fenton, Ch. of Eng.	Staffordshire	.	.	2
Davies, J.	Bodfeirig, Ch. of Eng.	Carnarvon	.	.	1
Davies, J. L.	Haverfordwest, Ch. of Eng.	Pembrokeshire	.	.	3
Davies, T. D.	Dafen Tin Works, Ch. of Eng.	Caermarthenshire	.	.	3
Davies, W.	Heyop, Ch. of Eng.	Radnorshire	.	.	3
Davis, B. D.	Sheffield, Redhill, Wes.	York	.	.	1
Davis, G. B.	Woburn, B. S.	Bedfordshire	.	2	.
Davis, G. J.	Cainscross, Ch. of Eng.	Stroud	.	.	1
Davis, J.	-	-	.	.	3
Davis, J.	Twerton, Ch. of Eng.	Bath	.	.	1
Davis, T. J.	Upton St. Leonard's, Ch. of Eng.	Gloucester	.	3	.
Davis, W.	Stalybridge, B. S.	Ashton-under-Lyne	.	1	.
Dawson, J.	Morningside, Original, Ch. of Scot.	Edinburgh	.	2	.
Dawson, J.	(Student, Edinburgh, F. C. Normal).	-	.	.	1
Dawson, J. L.	-	-	.	.	2
Dawson, R.	Christleton, Parochial	Cheshire	.	.	2
Dawson, S.	Droylsden, B. S.	Manchester	.	.	3
Dawson, W.	Westminster, Archbishop Tenison's, Ch. of Eng.	London	.	.	2
Dawson, W.	-	-	.	.	3
Day, J. B.	Marylebone, Portman Chapel, Ch. of Eng.	London	.	.	2
Day, T. N. (A)	Staines, Ch. of Eng.	Middlesex	.	.	2
Daymond, A. C.	Ormskirk, United Charity	Lancashire	.	2	.
Dear, J.	Abbotts Ann, Ch. of Eng.	Andover	.	3	.
Dearman, E. J.	(Student, Battersea)	-	.	.	3
Dee, J. H.	(Student, Cheltenham)	-	3	.	.
Demans, R.	Breadalbane, F.C.S.	Perth	2	.	.
Denner, J.	Redhill, St. John's, Ch. of Eng.	Reigate	.	.	3
Dennet, W.	Redhill Philanthropic Farm S.	Reigate	.	1	.
Dennis, W. C.	(Student, Cheltenham)	-	.	.	3
Dennison, J.	-	-	.	.	3
Derwent, W.	Middlesbro' on Tees, B. S.	York	.	.	3
Des Forges, R.	Goodnestone, Ch. of Eng.	Kent	.	.	3
Dewar, J.	St. Leonard's, F.C.S.	Perth	.	.	3
Dewar, J.	Banchory, Davenick, F.C.S.	Aberdeen	.	.	1
Dewar, P.	Swinton, F.C.S.	Coldstream	.	.	3
Dewhurst, G. W.	Lymington, Ch. of Eng.	Hampshire	.	3	.
Dewhurst, P. N.	Burnley, St. James', Ch. of Eng.	Burnley	.	.	3
Dexter, T. P.	Highbury, Metropolitan Model	Middlesex	.	.	3
Dick, A. H.	Bradford, Boro' West, B.S.	York	.	2	.
Dick, T. G.	Edinburgh, F. C. Normal	Edinburgh	.	.	3
Dick, W.	Dunbar Burgh, S.	Haddingtonshire	.	2	.
Dickie, J.	Glasgow, St. David's, Par.	Lanark	.	2	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Dungate, T.	Rusthall, Ch. of Eng.	Kent	.	.	3
Dungey, J.	(Student, Exeter)	-	.	3	.
Dunlop, A.	Lanark Burgh S.	Lanarkshire	.	.	2
Dunstan, J. H.	Silverstone, Wes.	Towcester	.	.	3
Dunstone, J. J.	Ridgmont, Wes.	Woburn	.	.	2
Duquid, J. E.	Ellon, F. C. S.	Aberdeenshire	.	2	.
Durban, C.	Blackheath, Trinity, Ch. of Eng.	Kent	.	.	2
Durno, A.	Aberchirder, G. A. S.	Banff	.	1	.
Durose, W.	Stone, Ch. Ch., Ch. of Eng.	Staffordshire	.	.	3
Dyas, W.	Marylebone, Ch. Ch., Ch. of Eng.	London	.	.	3
Dyer, S.	-	-	.	2	.
Dymond, J.	Freckenham, Ch. of Eng.	Mildenhall	.	.	1
Dyson, S.	-	-	.	3	.
Dyson, W.	North Cave, Ch. of Eng.	Yorkshire	.	.	2
Earl, F.	Student, Winchester	-	.	2	.
Earl, J. N.	Lakenham, St. Marks, Ch. of Eng.	Norwich	.	.	2
Earland, H.	Bermondsey, Star Corner, Ch. of Eng.	Surrey	.	3	.
Easterby, W.	Spennymore, Ch. of Eng.	Durham	.	3	.
Eastman, R. M.	-	-	.	.	1
Easton, A. C.	(Student, Glasgow, G. A. Norm.)	-	.	3	.
Easton, G.	Stepney, St. Thomas', Ch. of Eng.	Stepney	.	1	.
Easton, J.	Southwark, St. George's, Ch. of Eng.	Surrey	.	2	.
Easton, J. C.	North Walsham, Ch. of Eng.	Norfolk	.	.	2
Easton, R. H.	Melrose, F. C. S.	Roxburghshire	.	.	3
Easton, W.	Hereford, Scudamore S.	Hereford	1	.	.
Easton, W.	Langholm, F. C. S.	Dumfriesshire	.	.	1
Eaton, W.	Stourport, Ch. of Eng.	Stourport	.	3	.
Eccleston, J.	-	-	.	.	3
Eddison, W. S.	Welton, Parochial	Lincolnshire	.	.	3
Edge, M.	(Left England)	-	.	.	1
Edger, J.	Burnley, Wes.	Lancashire	.	1	.
Edghill, J. C.	Whitechapel, St. Mark's, Ch. of Eng.	London	.	3	.
Edgley, T. C.	Hull, Salthouse Lane, Ch. of Eng.	York	.	2	.
Edmondson, J.	Preston, St. Paul's, Ch. of Eng.	Lancashire	.	1	.
Edmund, H.	Cwmamman, Ch. of Eng.	Llandilo-Vawr	.	.	1
Edmunds, J.	Bangor, B. S.	Bangor	.	3	.
Edney, W. H.	Gravesend and Milton Free School, Ch. of Eng.	Gravesend	.	3	.
Edsor, H.	Cheltenham, Ch. Ch., Ch., of Eng.	Gloucestershire	3	.	.
Edwards, J.	Salford, Scotch Pres.	Lancashire	.	.	2
Edwards, T.	Tonbridge, St. Stephen's, Ch. of Eng.	Kent	.	.	3
Eedes, R.	Letterston, Ch. of Eng.	Haverfordwest	.	.	2
Elder, D. W.	East Wemyss, F. C. S.	Kirkaldy	.	.	1
Eldridge, J.	Aldeburgh, Ch. of Eng.	Aldeburgh	.	.	3
Ellen, C.	Aspley Guise, Ch. of Eng.	Woburn	.	.	3
Ellerthorpe, J.	(Student, Borough Road)	-	.	2	.
Elliot, P.	Lanesley, Ch. of Eng.	Durham	2	.	.
Elliot, T.	Prestwich, Ch. of Eng.	Manchester	.	1	.
Elliott, W.	-	-	.	3	.
Ellis, E.	Denbigh, B. S.	Denbigh	.	.	3
Ellis, G.	Llanrhaidr, Ch. of Eng.	Ruthin	.	.	2
Ellis, H.	Turvey, Ch. of Eng.	Newport Pagnell	.	.	3
Ellis, J.	Masham, Charity, Ch. of Eng.	Yorkshire	.	.	3
Ellis, J.	Buckley, St. Matthew's, Ch. of Eng.	Mold	.	1	.
Ellis, W.	(Student, Carnarvon)	-	.	.	1
Emerson, R.	Aigburth, Ch. of Eng.	Liverpool	.	.	2
Emerson, S.	Leeds, All Saints', Ch. of Eng.	Yorkshire	.	.	2
Emery, G.	Maesteg, B. S.	Glamorganshire	.	.	3
England, N.	Upton Pyne, Ch. of Eng.	Devonshire	.	3	.
Ennis, J.	Bolton, R. C. S.	Lancaster	.	.	3
Escreet, W.	(Student, Chester)	-	.	1	.
Essex, R.	(Student, Cheltenham)	-	.	1	.
Evans, D.	Holyhead, B. S.	Holyhead	.	.	2
Evans, D.	Llanystumdwy, Ch. of Eng.	Tremadoc	.	.	2

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Francis, J.	Winsford, Over Lane, Wes. Day S.	Chester	.	.	3
Francis, W.	Geldestone, B. S.	Beccles	.	.	2
Fraser, A.	Invergordon, F. C. S.	Ross and Cromarty	.	.	1
Fraser, A.	Hamilton, St. John's, F.C.S.	Edinburghshire	.	3	.
Fraser, C.	- - - -	- - -	.	.	3
Fraser, D.	Jarrow Chemical Company's S.	South Shields	.	2	.
Fraser, H.	Trancut, F. C. S.	Haddington	.	3	.
Fraser, T.	Cannich Bridge, Ch. of Scot.	Invernesshire	.	.	1
Fraser, W.	Aberdour F. C. S.	Fifeshire	.	.	3
Freeman, C.	Cyfarthfa, Ch. of Eng.	Merthyr Tydvil	.	.	3
Freeman, J.	Speen, Parochial	Berkshire	.	.	2
Frizzle, T.	Guiseley, Endowed, Ch. of Eng.	Yorkshire	.	.	2
Frost, G. T.	Little Bedwyn, Ch. of Eng.	Marlborough	.	.	3
Frost, J.	Tewkesbury, Trinity (Infants), Ch. of Eng.	Tewkesbury	.	.	2
Frost, R. J.	Bayswater, Ch. of Eng.	London	.	.	2
Fry, A.	Sheffield Park, Wes.	Sheffield	.	2	.
Fuge, J. D.	Caermarthen, Ch. of Eng.	Caermarthen	.	3	.
Fulcher, G.	Bishop's Castle, Ch. of Eng.	Bishop's Castle	.	.	3
Fullarton, A.	- - - -	- - -	.	.	1
Fullerton, J.	Glencoe, F. C. S.	Argyleshire	.	.	2
Pulton, W.	Sorbie, F. C. S.	Whithorn	.	2	.
Fyfe, A.	Wrexham, B. S.	Flint	.	.	2
Fyles, T.	Scotter, Ch. of Eng.	Kirton-in-Lindsey	.	.	2
Gallaway, G.	(Student, Edinburgh, F. C. Normal.)	- - -	.	2	.
Gamble, R.	Brampton, Ch. of Eng.	Hants	.	.	2
Gamble, R.	Banbury, P. U. S.	Oxford	.	.	3
Gammage, J.	Paddington, St. John's, Ch. of Eng.	London	.	.	1
Gand, J. H.	Horrabridge, Secular S.	Tavistock	.	.	3
Gane, W.	Boston, Ch. of Eng.	Lincoln	.	.	3
Gardiner, J.	- - - -	- - -	.	.	2
Gardiner, J.	Pitlessie, F. C. S.	Fife	.	2	.
Gardiner, W.	- - - -	- - -	.	.	3
Gardner, J.	Sleaford, Wes.	Lincoln	.	.	1
Gardner, T.	(Student, Cheltenham)	- - -	.	.	1
Garrett, G. H.	Ely, Ch. of Eng.	Cambridge	.	2	.
Garrett, J.	St. Neot's, Ch. of Eng.	Hunts	.	.	3
Garside, J. J.	Charlestown, St. George, Ch. of Eng.	Pendleton	.	3	.
Gaskill, J.	Whitby, Ch. of Eng.	York	.	.	3
Gasson, G. F.	Boston Clifford and Bramham, Wes.	Tadcaster	.	.	1
Gaul, M.	Stockport, R. C. S.	Cheshire	.	.	3
Gawn, J.	Yeovil, Ch. of Eng.	Somerset	3	.	.
Gawn, J. W.	Trowbridge, Ch. of Eng.	Wiltshire	.	2	.
Geddes, J.	(Student, Edinburgh, G. A. Normal).	- - -	.	1	.
Gedge, C.	Brixton, Ch. of Eng.	Isle of Wight	.	2	.
Gee, J. B.	Dursley, Ch. of Eng.	Gloucester	.	.	1
Gee, T. M.	St. Mary's, Tothill Fields, Ch. of Eng.	Westminster	.	.	2
Gee, W.	(Student, Borough Road)	- - -	.	3	.
Gemmell, J.	Barrhill, F. C. S.	Girvan	.	.	3
Gemmill, J. F.	Beith, F. C. S.	Ayrshire	.	.	2
George, F. W.	(Student, Glasgow, F. C. Norm.)	- - -	.	.	1
George, J.	Guildford, Holy Trinity, Ch. of Eng.	Surrey	.	.	3
George, W.	Fishguard, Ch. of Eng.	Pembroke	.	3	.
Gibb, G.	Newcastle-on-Tyne, St. Andrew's, Ch. of Eng.	Newcastle-on-Tyne	.	3	.
Gibb, J.	Aldbar, Private	Forfarshire	.	.	3
Gibbs, J.	(Student, Chelsea, St. Mark's)	- - -	.	.	3
Gibson, G.	Wetherby, Wes.	Yorkshire	.	.	3
Gibson, G. H.	Halifax, Copley Factory, Ch. of Eng.	York	2	.	.
Gibson, J.	St. Leonard's on Sea, Ch. of Eng.	St. Leonard's on Sea	.	.	1
Gibson, J.	Dundrennan, F. C. S.	Kirkcudbright	.	.	1
Gibson, W.	Sorbie, F. C., Congl.	Wigton	.	.	2
Gibson, W.	Whittonstall, Ch. of Eng.	Gateshead	.	3	.
Gibson, W.	- - - -	- - -	.	.	2
Gilbert, J. H.	Brixham, Ch. of Eng.	Devon	.	.	2

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Green, H.	Shardlow, P. U. S.	Derby	.	.	3
Green, J. H.	(Student, Cheltenham)	-	.	2	.
Green, J. H.	-	-	3	.	.
Green, W.	Acomb Township, Ch. of Eng.	York	.	.	2
Greenfield, J. Z.	Westminster, St. Martin's, Northern, Ch. of Eng.	London	.	.	2
Greenhalgh, H.	(Student, Chester)	-	.	1	.
Greening, A.	Bideford, B. S.	Devonshire	.	2	.
Greenwood, W.	(Student, York and Ripon)	-	.	.	1
Greig, F. W.	Whittlesey, Ch. of Eng.	Cambridgeshire	.	.	1
Grey, R. R.	Warrington, Ch. of Eng.	Lancashire	3	.	.
Grier, T.	Cheltenham, Bethesda, Wes.	Gloucestershire	.	1	.
Grierson, G.	Inverness, F. C. S.	Inverness	.	1	.
Grierson, W.	Campbeltown, Dallintober, Miss Campbell's Charity School.	Argyleshire	.	.	1
Griffin, A. C.	Wolverhampton, St. John's, Ch. of Eng.	Staffordshire	.	2	.
Griffiths, C.	Blandford, Ch. of Eng.	Blandford	.	.	2
Griffiths, E.	Chiselhurst, Ch. of Eng.	Kent	.	.	1
Griffiths, G.	(Student, Battersea)	-	.	.	1
Griffiths, J.	Sleaford Alvey, Endowed, Ch. of Eng.	Lincoln	.	3	.
Griffiths, J.	Llangollen, B. S.	Denbighshire	.	.	3
Griffiths, R.	-	-	.	.	3
Grigg, J. S.	Chester, Grosvenor, Ch. of Eng.	Chester	.	3	.
Grimsdale, E.	-	-	.	.	3
Groome, C.	New Brighton, Ch. of Eng.	Lancaster	.	.	3
Gruchy, P.	Richmond, Wes.	York	.	.	2
Grumbold, H.	Chacewater, Ch. of Eng.	Cornwall	.	.	3
Gruzelier, F.	(Student, Chelsea, St. Mark's)	-	.	.	1
Gunn, W.	-	-	.	2	.
Guthrie, D. G.	-	-	.	1	.
Guthrie, G.	Bentley, Ch. of Eng.	Warwickshire	.	2	.
Gwilliam, S.	North Audley Street, St. Mark's, Ch. of Eng.	London	.	.	3
Gwynne, S. G.	Taunton, Wes., Col. Institution	Somersetshire	.	.	2
Gyles, E.	Winchester, Diocesan Training School.	Winchester	2	.	.
Hacking, J.	Bury, Clerke St., Wes.	Bury	.	.	3
Hackwood, E.	Bilston, St. Mary's, Ch. of Eng.	Stafford	.	.	1
Hagger, H. T.	Kirkdale, Industrial	Liverpool	.	1	.
Hagger, J.	Worcester, St. Peter's, Ch. of Eng.	Worcester	.	.	3
Hague, S.	Halliwell, Dean Mills, B. S.	Bolton-le-Moors	.	2	.
Hale, H.	Portsmouth, Ch. of Eng.	Portsmouth	.	2	.
Hales, T.	North Surrey, Industrial	Surrey	.	.	3
Halifax, T. E.	-	-	2	.	.
Hall, A.	(Student, Edinburgh, G. A. Normal.)	-	.	.	3
Hall, G	Audley, Grammar School, Ch. of Eng.	Newcastle-under-Lyne	.	2	.
Hall, H.	Kirn, Sess.	Argyllshire	.	.	1
Hall, J.	Bradford, St. Jude's, Ch. of Eng.	Yorkshire	.	2	.
Hall, J.	West Bromwich, Wes.	West Bromwich	.	.	2
Hall, J.	Manchester, St. John's, Ch. of Eng.	Lancashire	.	.	3
Hall, R. E.	Lewes, Ch. of Eng.	Sussex	.	3	.
Hall, T. E.	Bishop Wearmouth, Ch. of Eng.	Durham	.	.	1
Hall, V.	Liverpool, Moorfields, Old Charity, Ch. of Eng.	Lancaster	.	.	2
Hall, W.	Stapleton, Dr. Bell's, Ch. of Eng.	Bristol	.	.	2
Hall, W. R.	Eaglescliffe, Ch. of Eng.	Yarm	.	.	1
Hallows, J.	Ketley, Ch. of Eng., near Wellington.	Salop	.	.	2
Hallows, T.	Sudbury, Lord Vernon's S.	Derbyshire	.	3	.
Halsted, B.	Hereford Cathedral, Ch. of Eng.	Hereford	.	1	.
Hambling, S.	(Student, Oxford)	-	.	.	3
Hambling, W. J.	Islington, St. Mary's, Ch. of Eng.	London	3	.	.
Hamilton, J.	Dundee, Gen. Sess.	Dundee	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Hay, J.	Springburn, Murdoch's Boys' School, Ch. of S.	Lanark	.	1	.
Hay, J. H.	Kennington Oval, Ch. of Eng.	Surrey	.	.	1
Hay, W.	Madras Academy	Cupar	.	1	.
Haydon, E.	St. Bride's Major, Ch. of Eng.	Bridgend	.	.	3
Haynes, T.	Leatherhead, Ch. of Eng.	Surrey	.	.	3
Heald, J.	(Student, Chester)	-	.	.	3
Healy, E.	Wolverhampton, St. Patrick and St. George's, R. C. S.	Staffordshire	.	.	3
Heap, J.	Skipton, Ch. of Eng.	Yorkshire	.	.	3
Heaphy, R.	Stella, R. C. S.	Gateshead	.	.	1
Hearfield, D.	Bradford, Ch. Ch., Ch. of Eng.	Yorkshire	.	2	.
Heaton, S.	Didsbury, Ch. of Eng.	Stockport	.	.	2
Heaviside, P.	Irlams o' the Height, Heywood's, B. S.	Lancashire	.	.	3
Hebenton, A.	Bishopmill, G. A. S.	Elgin	.	1	.
Hedges, R.	(Student, Oxford)	-	.	.	3
Hedgman, E.	Boston, B. S.	Lincoln	.	.	3
Hegarty, D.	-	-	.	.	2
Heliger, R.	(Student, Westminster, Wes.)	-	.	.	2
Henderson, C.	Ramsey, Ch. of Eng.	Huntingdonshire	.	.	3
Henderson, R.	Stella, St. Cuthbert, Ch. of Eng.	Gateshead	.	.	2
Henderson, R.	(Student, Edinburgh F. C. Normal.)	-	.	2	.
Henderson, T.	-	-	.	.	2
Henlock, C.	Pontefract, St. Mary the Grange, R. C. S.	Yorkshire	.	.	3
Henlock, W.	Allerton Mauleverer, R. C. S.	Green Hammerton, Yorkshire.	.	.	2
Henry, J.	Brading, Ch. of Eng.	Isle of Wight	.	2	.
Henry, M.	Lancaster, R. C. S.	Lancaster	.	.	1
Henville, E.	Shincliffe, Ch. of Eng.	Durham	.	.	2
Henwood, H.	(Student, Winchester)	-	.	2	.
Hepher, J.	(Ordained)	-	.	3	.
Heppinstall, H.	Thornton Grammar School	Bradford, Yorkshire	.	.	3
Hepworth, J.	Leicester, Great Meeting, B. S.	Leicester	.	.	2
Hetherington, J.	Seaham Harbour, Ch. of Eng.	Durham	.	.	2
Hewitt, G.	Hyson Green, St. Paul's, Ch. of Eng.	Nottingham	.	.	3
Hewitt, J.	Battersea, Training School	Surrey	1	.	.
Hewitt, R.	Normacot, Ch. of Eng.	Newcastle-under-Lyne.	.	.	3
Heywood, E. H.	-	-	.	3	.
Heywood, J.	Lockwood, Ch. of Eng.	Huddersfield	.	.	1
Heywood, T.	Hayton, Ch. of Eng.	Brampton	.	.	3
Hibbins, W.	Bristol, Industrial S.	Gloucester	.	.	3
Hicks, H.	Longbridge Deverill, Ch. of Eng.	Warminster	.	.	3
Hicks, W.	Clapham, Bowyer School, Ch. of Eng.	Surrey	.	.	1
Higginbottam, M.	Accrington, Ch. Ch., Ch. of Eng.	Lancashire	.	.	3
High, J. W.	Winchester, Central, Ch. of Eng.	Hants	.	2	.
Hill, H.	Alverstoke, Ch. of Eng.	Hants	.	.	1
Hill, J.	Durdham Down, St. John's, P. S.	Gloucestershire	.	.	1
Hill, J.	Ulleskelf Village, Ch. of Eng.	Yorkshire	.	.	3
Hill, T.	Kendal, B. S.	Kendal	.	2	.
Hillman, T.	Lyndhurst, Ch. of Eng.	Hants	.	.	3
Hind, S. R.	West Hackney, Ch. of Eng.	London	.	.	3
Hind, W. L. (D)	Baldwin's Place, St. John's, Ch. of Eng.	London	.	.	1
Hindshaw, D.	Auchtermuchty, F. C. S.	Auchtermuchty	.	.	2
Hindshaw, W.	Salford, Ch. Ch., Ch. of Eng.	Manchester	.	1	.
Hines, E.	(Student, Chelsea, St. Mark's)	-	.	3	.
Hirst, J. W.	Thurstonland, Endowed, Ch. of Eng.	Yorkshire	.	3	.
Hirst, M.	Dowlais, Sir J. Guest's School, Ch. of Eng.	Merthyr Tydvil	.	.	1
Hirst, W.	Southwark Chapel, Wes.	Surrey	.	.	1
Hislop, J.	Newport, F. C. S.	Dundee	.	.	2
Hobbs, H.	Malton, P. U. S.	Yorkshire	.	.	1
Hobley, P.	Brightwell, Ch. of Eng.	Wallingford	.	3	.

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Hughes, C.	- - - -	- - -	.	.	3
Hughes, H.	Oxford, Blue-coat, Ch. of Eng.	Oxford	.	.	3
Hughes, J.	(Student, Caermarthen)	- - -	.	3	.
Hughes, J.	Rhos-y-bol, B. S.	Anglesea	.	.	3
Hughes, J. T.	(Student, Oxford)	- - -	.	3	.
Hughes, J. P.	(Student, Borough Road)	- - -	.	.	2
Hughes, O.	Amlwch, Ch. of Eng.	Anglesea	.	.	1
Hughlings, J. P.	(Student, Kneller Hall)	- - -	.	3	.
Hulford, H.	Bloomsbury, St. George's, Ch. of Eng.	London	.	3	.
Hullah, G.	Escrick, Park School, Ch. of Eng.	Yorkshire	.	.	2
Humphrey, T.	Hawkhurst, Ch. of Eng.	Staplehurst	.	1	.
Humphrey, W.	Millbridge, Ch. of Eng.	York	.	3	.
Humphr[illegible]s, H. W.	Bradford, Ch. Ch., Ch. of Eng.	Wiltshire	.	.	3
Humph[illegible]s, W.	Westcott, Ch. of Eng.	Dorking	.	2	.
Hump[illegible]s, D.	- - - -	- - -	.	.	3
Hump[illegible]es, R.	Hornsea, Ch. of Eng.	Beverley	.	.	1
Hut[illegible]	(Student, Kneller Hall)	- - -	.	.	1
Hunter, A.	Lanark, St. Leonard's, Subscription.	Lanark	.	3	.
Hunter, D.	Edinburgh, Maclean's S.	Edinburgh	.	.	3
Hunter, G.	Weaverthorpe, Ch. of Eng.	Malton	.	.	2
Hunter, G.	Dumbarton Burgh Academy	Dumbarton	.	.	2
Hunter, J.	Bothwell, P. S.	Lanark	.	3	.
Hunter, J. C.	Bannockburn, Subscription	Stirling	.	.	1
Hunter, T.	(Student, Oxford)	- - -	.	.	3
Hurst, C. J. B.	(Student, Kneller Hall)	- - -	.	3	.
Hurst, N.	Filling Chem. Works S., Ch. of Eng.	Gateshead	.	.	3
Hurworth, R.	Penrith, Wes.	Penrith	.	.	3
Hutchins, F.	Rotherham and Marsborough, B. S.	Yorkshire	.	.	2
Hutchinson, J.	Llanfihangel Aberbythick, Ch. of Eng.	Llandilofawr	.	.	2
Hutchinson, J.	- - - -	- - -	.	3	.
Hutchinson, W.	Nuncham Courtney, Ch. of Eng.	Oxfordshire	.	3	.
Hutchinson, W.	Leeds, Hunslet, Ch. of Eng.	Yorkshire	.	.	3
Hutchinson, W.	Wolverhampton, Darlington Street, Wes., Day School	Wolverhampton	.	.	1
Hutchison, D.	(Student, Glasgow, G.A.Norm.)	- - -	.	.	1
Hutt, J.	(Student, Winchester)	- - -	.	.	1
Hyde, H.	Colney, Ch. of Eng.	St. Alban's	.	3	.
Hyde, T. J.	Bridgewater, Dr. Morgan's, Endowed, Ch. of Eng.	Somersetshire	.	.	2
Inch, J.	Blairgowrie, F. C. S.	Perth	.	.	3
Ingram, A.	Victoria, F. C. S.	Leith	.	.	2
Ingram, W.	Whitchurch, Andover Road, Ch. of Eng.	Hants	.	.	3
Ingrams, W.	Croydon, St. George, Ch. of Eng.	Surrey	.	.	3
Innes, A.	Kinfanns, F.C. Congregational	Perth	.	.	3
Innes, E.	- - - -	- - -	.	.	1
Innes, R.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	3
Ireland, J.	- - - -	- - -	.	3	.
Isaac, A.	Martock, Ch. of Eng.	Somersetshire	.	3	.
Ives, W. F.	Mortlake, Ch. of Eng.	Surrey	.	3	.
Ivory, W.	Berriew, Endowed, Ch. of Eng.	Montgomery	.	.	1
Izod, T.	(Ordained)	- - -	3	.	.
Jackson, J.	Belhaven, F. C. S.	Dunbar	.	2	.
Jackson, J.	(Student, Saltley)	- - -	.	2	.
Jackson, R.	(Student, Oxford)	- - -	.	.	3
Jackson, S.	Bridgnorth, Ch. of Eng.	Salop	.	.	1
James, G.	(Student, Battersea)	- - -	.	3	.
James, H.	Sheffield, Central, Ch. of Eng.	- - -	.	.	2
James, H. T.	(Student, Cheltenham)	- - -	.	.	2
James, J.	(Student, Chelsea, St. Mark's)	- - -	.	2	.
Jameson, T.	- - - -	- - -	.	3	.
Jarmain, G. (A.)	Almondbury, Central, Ch. of Eng.	Huddersfield	.	2	.
Jarvie, P.	Crosshill, Branch, P. S.	Lanarkshire	.	2	.
Jeayes, L.	- - - -	- - -	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Jowitt, W.	Great Strickland, Ch. of Eng.	Penrith	.	.	3
Joyner, H.	- - - -	Wiltshire	.	.	1
Joyner, W.	- - - -	- - -	.	.	2
Judd, T.	Bethnal Green, St. Peter's, Ch. of Eng.	London	.	3	.
Justice, D.	South Shields, St. John's, Sessional.	Durham	3	.	.
Kay, J.	Manningham, Ch. of Eng.	Yorkshire	.	.	2
Kay, W.	Glasgow, F. C. Practising	Lanark	.	.	1
Kean, J.	Houghton-le-Spring, R. C. S.	Fence Houses	.	.	1
Kean, T.	- - - -	- - -	.	1	.
Keddell, A. H.	Mitcham, Ch. of Eng.	Surrey	.	.	3
Keddie, A.	Burghead, G. A. S.	Elginshire	.	.	2
Keedwell, R.	(Student, Oxford)	- - -	.	2	.
Keeling, T. G.	Ardsley, Ch. of Eng.	Barnsley	.	3	.
Keenan, H.	Rainhill, R. C. S.	Prescot	.	3	.
Keenor, J.	(Student, Exeter)	- - -	.	1	.
Kelly, J.	Bilston, St. Joseph's, R. C. S.	Staffordshire	.	.	2
Kelly, M.	Creswell, St. Mary's, R. C. S.	Staffordshire	.	3	.
Kelly, W. F.	Lingfield, Ch. of Eng.	Surrey	.	.	3
Kemp, H.	Camberwell, Camden Church, Ch. of Eng.	Surrey	.	.	2
Kemp, J.	Grangemouth, Subscription S.	Stirling	.	3	.
Kempe, J.	- - - -	- - -	.	.	3
Kendall, J.	Stroud, Ch. of Eng.	Gloucester	.	.	2
Kennedy, E.	Attercliffe, Ch. of Eng.	Sheffield	3	.	.
Kennedy, W.	Ladyloan, F. C. S.	Forfar	.	2	.
Kenney, J.	Wolverhampton, St. George's, Ch. of Eng.	Staffordshire	.	.	3
Kent, A.	Kidderminster, St. Mary's, Ch. of Eng.	Worcestershire	.	.	2
Kent, F. A.	Osmaston, Ch. of Eng.	Derby	.	.	3
Kent, G.	Thornes, Ch. of Eng.	Wakefield	.	1	.
Keppie, J.	Laurencekirk, Ch. of Scot.	Kincardine	.	.	1
Kerby, C.	Attleborough, Ch. of Eng.	Nuneaton	.	.	3
Kerby, G. Y.	Whitby, Public S.	Yorkshire	.	.	2
Kerby, I.	Putney, St. Mary's, Ch. of Eng.	Surrey	.	2	.
Kernan, P.	Nottingham, St. Barnabas', R. C. S.	Nottinghamshire	.	2	.
Kerr, A.	Blantyre Works, Ch. of Scot.	Lanarkshire	.	1	.
Kerr, J.	(Student, Highbury)	- - -	.	3	.
Kerr, J.	(Student, Glasgow, F. C. Norm.)	- - -	.	2	.
Kerry, C.	Bray, Ch. of Eng.	Maidenhead	.	3	.
Kevern, W.	Tewkesbury, B. S.	Gloucestershire	.	.	2
Kidd, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	2	.
Kidd, J. S.	Aberdeen, East Par. Sess.	Aberdeen	.	.	3
Kidd, W.	Greenlaw, F. C. S.	Dunse	.	2	.
Kimber, R.	Shipton Moyne, Ch. of Eng.	Tetbury	.	.	2
Kimm, W.	Louth, B. S.	Lincoln	.	3	.
Kimpton, W.	Marylebone, Western, Ch. of Eng.	Middlesex	.	.	3
King, A.	(Student, Oxford)	- - -	.	.	2
King, A. C.	St. Mark's Training School	Chelsea	.	1	.
King, G.	Huddersfield, Armitage Bridge, Ch. of Eng.	York	.	.	2
King, R.	Paisley, Stevenson Street, Free South Church.	Renfrew	.	.	3
Kingham, R.	Great Marlow, Ch. of Eng.	Buckinghamshire	.	.	3
Kinton, J. L.	Westminster, Wes., Training S.	London	.	1	.
Kirk, B.	Farringdon, P. U. S.	Berks	.	.	3
Kirkby, J.	- - - -	- - -	.	.	1
Kirkman, L.	(Student, Battersea)	- - -	.	.	1
Kirkwood, G.	Glasgow, St. Paul's, Bell's S.	Lanark	.	.	2
Kitchingham, J.	Wakefield, Trinity, Ch. of Eng.	Wakefield	.	.	1
Knight, A.	Gosport, St. Matthias', Ch. of Eng.	Hants	.	.	3
Knight, H.	(Student, Chichester)	- - -	.	3	.
Knox, J.	Crieff, Taylor's Institution	Perth	.	.	2
Knox, J.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	3
Krinks, W. H.	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk	.	1	.
Kyd, T.	Cupar Angus, F. C. S.	Cupar Angus	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Lindley, J.	Wadworth, Ch. of Eng.	Yorkshire	.	.	3
Lindsay, A.	Lesmahagow, F. C. S.	Lanarkshire	.	.	3
Lindsay, G.	Shaddon Works, Ch. of Eng. S.	Carlisle	.	1	.
Lindsay, J.	Lauder, Parochial	Berwick	.	2	.
Linn, J.	(Student, Edinb., G. A. Norm.)	-	.	2	.
Lister, M.	Berwick-on-Tweed, Charity School, Ch. of Eng.	Northumberland	3	.	.
Little, J.	Glenrinnes, G. A. S.	Banff	.	3	.
Little, M.	(Student, Glasgow, G. A. Norm.)	-	.	.	3
Little, R.	(Student, Glasgow, G. A. Norm.)	-	.	.	3
Little, W. J.	(Student, Battersea)	-	.	.	1
Livingston, C.	Sabiston, G. A. S.	Orkney	.	2	.
Livingston, M.	Skibo, G. A. S.	Sutherland	.	.	1
Lloyd, A.	St. George in the East, Ch. Ch., Ch. of Eng.	London	.	2	.
Lloyd, G.	Fisherton Anger, Ch. of Eng.	Wiltshire	.	.	2
Loader, E.	(Student, Battersea)	-	.	1	.
Loam, J.	Tavistock, Ch. of Eng.	Devonshire	.	.	3
Lobley, J.	Huddersfield, Trinity, Ch. of Eng.	Yorkshire	.	.	1
Locke, F.	Langley, Ch. of Eng.	Buckinghamshire	.	.	3
Lockwood, H. B.	-	-	.	.	1
Lockwood, J. D.	Ickleford, Ch. of Eng.	Hertfordshire	.	.	3
Lomax, J. J.	-	-	3	.	.
Long, C.	Hatton Garden, St. Andrew's, Ch. of Eng.	London	.	.	1
Long, F. C.	Pimlico, St. Barnabas', Ch. of Eng.	London	.	3	.
Long, J.	Bradford, Stott Hill, Ch. of Eng.	Yorkshire	.	2	.
Long, J.	(Student, Durham)	-	.	.	2
Long, J. A.	Forest Row, Ch. of Eng.	Sussex	.	3	.
Lord, S. W. (A)	Bollington, Ch. of Eng.	Macclesfield	.	.	1
Loughlin, J.	Westbury, Ch. of Eng.	Salop	.	.	1
Loutet, J.	(Student, Edinb., F. C. Norm.)	-	.	3	.
Lovsey, T.	Skirbeck, Ch. of Eng.	Boston	.	.	3
Low, D.	Montrose, Dorward's Seminary	Montrose	.	2	.
Lowe, F. R.	Preston, St. Peter's, Ch. of Eng.	Lancaster	.	1	.
Lowe, J.	Great Stainton, Ch. of Eng.	Durham	.	.	2
Lowe, R. F.	Hornsey, Ch. of Eng.	London	.	.	2
Lowres, J.	Bethnal Green, St. Jude's, Ch. of Eng.	London	.	2	.
Lowres, J.	Nuneaton, Ch. of Eng.	Warwickshire	.	2	.
Lowrison, J.	(Student, Oxford)	-	.	.	2
Lowry, J.	Liverpool, St. Anne's, R. C. S.	Lancashire	.	1	.
Lucas, F.	Poynton, Ch. of Eng.	Stockport	.	.	2
Lucas, W.	-	-	.	3	.
Lugg, J.	Thornbury, Ch. of Eng.	Gloucester	.	3	.
Lulham, R.	(Student, Oxford)	-	.	.	3
Lumby, J. R.	-	-	.	3	.
Lumsden, F. R.	-	-	.	.	3
Lund, S.	Healey, Ch. of Eng.	Rochdale	.	.	1
Lunnon, T.	-	-	.	1	.
Lyall J.	Port Bannatyne, F. C. S.	Rothesay	.	.	2
Lyall, J. C.	(Student, Edinb., G. A. Norm.)	-	.	2	.
Lyle, G.	Pitsmoor, Ch. of Eng.	Sheffield	.	.	3
Lyne, H.	York, Micklegate, Ch. of Eng.	York	.	.	3
Lyne, J. H.	Leeds, St. George's, Ch. of Eng	Leeds	.	.	2
Lynes, C. C.	Greenwich Hospital	Kent	.	.	3
Macartney, E. H.	Edinburgh, Advocates Close, Free High Ch.	Edinburgh	3	.	.
Macauley, B. J.	Gartsherrie, St. James', Ch. of Scot.	Coatbridge	.	1	.
Macauliffe, J. F.	Worcester, St. George's, R. C. S.	Worcester	.	.	2
Mace, T.	Great Bardfield, B. S.	Braintree	.	.	2
Macharg, E.	Kirkintillock Oswald, and Kirksession, Ch. of Scot.	Dumbarton	.	3	.
Mackie, J.	(Student, Edinb., F. C. Norm.)	-	.	.	1
M'Ainsh, J.	(Student, Glasgow, F. C. Norm.)	-	.	3	.
M'Alpine, J.	(Student, Glasgow, F. C. Norm.)	-	.	.	3
M'Andrew J.	Tresco, Ch. of Eng.	Isle of Scilly	.	.	3
M'Birnie, J. McF.	(Student, Glasgow, F. C. Norm.)	-	.	3	.
M'Callum, J.	Balevanich, G. A. S.	South Uist	.	.	3
M'Callum, J.	Glenapp, Endowed	Ayr	.	.	2
M'Callum, P.	Glasgow, Free St. Peter's	Glasgow	.	.	2

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
M'Intosh, W.	Davidson's Mains, Ch. of Scot.	Edinburgh	.	3	.
M'Intyre, A.	(Student, Edinb., F. C. Norm.)	- - -	.	.	2
M'Intyre, M.	St. George's, F. C. S.	Glasgow	.	.	3
M'Intyre, R.	Kincardine, Parochial	Bonar Bridge	.	.	3
M'Kay, A.	Argas, Subscription, Ch. of Scot.	Inverness	.	.	1
M'Kay, A. S.	Edinburgh, G. A. Normal	Edinburgh	2	.	.
M'Kay, R.	- - -	- - -	3	.	.
M'Kay, W.	Edinburgh, St. Mary's, F. C. S.	Edinburgh	.	.	1
M'Kenzie, A.	Chorlton-on-Medlock, Grosvenor Square, Presbyterian.	Lancashire	.	.	2
M'Kenzie, A.	- - -	- - -	.	.	.
M'Kenzie, A.	(Student, Glasgow, F.C. Norm.)	- - -	.	2	3
M'Kenzie, A.	(Student, Glasgow, F.C. Norm.)	- - -	.	.	.
M'Kenzie, C.	Sunderland, Villiers Street Academy.	Durham	.	.	1 3
M'Kenzie, P. S.	Talmine, G. A. S.	Sutherland	.	.	3
M'Kenzie, R.	Mossfield, Gaelic Assn. School	Invergordon	.	.	3
M'Kenzie, T.	Inverness, F. C. S.	Inverness-shire	.	.	1
M'Kenzie, T.	Darlington, St. Augustine's, R. C. S.	Durham	.	2	.
M'Kimmie, J.	Longhill, G. A. S.	Aberdeen	.	.	1
M'Kinnell, J.	Cumnoch, F. C. S.	Ayr	.	2	.
M'Kintosh, J.	- - -	- - -	.	3	.
M'Kintosh, J.	Dalnambreac, G. A. S.	Sutherland	.	.	2
M'Lachlan, J.	- - -	- - -	.	2	.
M'Lachlan, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	1	.
M'Lachlan, T.	Morningside, F. C. S.	Edinburgh	.	.	2
M'Laren, A.	Stonehaven, F. C. S.	Kincardine	.	2	.
M'Laren, G.	Blair Athol, Parochial	Perth	.	1	.
M'Laren, J.	Aldgirnaig, G. A. S.	Blair Athol	.	.	1
M'Laren, J. R.	(Student, Edinb., F. C. Norm.)	- - -	.	2	.
M'Lean, D.	Stratherick, F. C. S.	Inverness	.	.	2
M'Leish, J.	Kinbuck Village, Ch. of Scot.	Perth	.	.	2
M'Leman, C.	Kyleakin, G. A. S.	Inverness	.	.	2
M'Leod, A.	Blair Drummond Moss, Ch. of Scot.	Stirlingshire	.	.	3
M'Leod, J.	Openshaw, Ch. of Eng.	Lancashire	.	.	2
M'Leod, J.	(Student, Edinb., F. C. Norm.)	- - -	.	.	2
M'Leod, J.	Polmont, F. C. S.	Stirlingshire	.	.	2
M'Martin, D.	Dunipace, F. C. S.	Denny	.	.	2
M'Master, D.	Stornoway, F. C. S.	Ross and Cromarty	.	.	3
M'Millard, D.	Edinburgh, Canon Mills, F.C.S.	Edinburgh	.	3	.
M'Mullan, W.	Cobridge, St. Peter's, R. C. S.	Staffordshire	.	.	2
M'Murchy, J.	Campbeltown, F. C. S.	Campbeltown	.	.	2
M'Nab, D.	Newbigging, F. C. S.	Musselburgh	.	.	1
M'Nab, R.	(Student, Glasgow, G. A. Norm.)	- - -	.	.	1
M'Nally, P.	Chorley, St. Mary's, R. C. S.	Lancaster	.	.	1
M'Namara, J.	- - -	- - -	.	.	1
M'Namara, M.	(Student, Hammersmith, R.C.S.)	- - -	.	.	3
M'Naughton, G.	Yester, F. C. S.	Haddington	.	.	3
M'Naughton, J.	Cawdor, P. S.	Nairn	.	3	1
M'Niven, M.	Glengarry, G. A. S.	Inverness-shire	.	.	.
M'Phail, A. C.	Edinburgh, Canongate, Christian Society School.	Edinburgh	.	.	3
M'Phail, D.	(Student, Edinb., G. A. Norm.)	- - -	.	.	1
M'Phail, J.	- - -	- - -	.	.	3
M'Pherson, G.	Temple and Carrington, F.C.S.	Edinburgh	.	.	2
M'Pherson, M.	Lothmore, G. A. S.	Sutherlandshire	.	2	.
M'Queen, J.	Brampton, Ch. of Eng.	Cumberland	.	2	.
M'Queen, R. R.	(Student, Edinb., F. C. Norm.)	- - -	.	2	.
M'Rae, D.	- - -	- - -	.	2	.
M'Rae, J.	Killearnan, F. C. S.	Ross	.	1	.
M'Ritchie, C.	(Student, Edinb. F. C. Norm.)	- - -	.	1	.
M'Rostie, P.	Monzievaird and Strowan, P.S.	Perthshire	.	.	1
M'Swiney, J.	- - -	- - -	.	2	.
M'William, A.	Forgue-side, Ch. of Scot.	Aberdeenshire	3	.	.
M'William, T.	Sorn, Parochial	Mauchline	.	2	.
Makins, W. W	West Bromwich, Trinity, Ch. of Eng.	Stafford	.	.	1
Malcolm, J.	(Student, Edinb., G. A. Norm.)	- - -	.	1	.
Malcolmson, J.	Carlisle, Ch. Ch., Ch. of Eng.	Cumberland	.	2	.
			.	.	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Merrifield, J.	(Student, Exeter)	-	.	2	.
Merriman, J.	Chelsea, St. Mark's, Training, Ch. of Eng.	-	2	.	.
Messer, W.	Guilden Morden, Ch. of Eng.	Cambridge	.	.	1
Michie, A.	(Student, Glasgow, F.C. Norm.)	-	.	3	.
Midgley, G.	Cradley, Ch. of Eng.	Stourbridge	.	.	3
Milborne, T.	Colborne, Ch. of Eng.	Lancashire	.	.	2
Miles, W.	Wednesbury, St. John's, Ch. of Eng.	Staffordshire	.	.	1
Miles, H.	Chepstow, Ch. of Eng.	Monmouth	.	.	3
Millar, F.	Hillingdon and Cowley, Ch. of Eng.	Uxbridge	.	1	.
Millard, H. J.	Stratford, Ch. Ch., Ch. of Eng.	Essex	.	.	3
Miller, S. H. (D)	Wisbeach, B. S.	Cambridge	.	.	3
Miller, T.	Perth, Water Gate, Ch. of Scot.	Perth	.	.	2
Miller, W.	Exeter Episcopal Charity, Ch. of Eng.	Devonshire	.	2	.
Millington, C.	Derby, Ch. Ch., Ch. of Eng.	Derby	.	.	2
Millington, J.	Bromyard, B. S.	Hereford	.	.	1
Mills, C. L.	Aylesbury, Ch. of Eng.	Bucks	.	.	2
Mills, G.	Hawkesbury, Ch. of Eng.	Dunkirk	.	.	2
Mills, G.	Borough Road, Normal, B. S.	Surrey	.	.	2
Mills, H. J.	South Lambeth, St. Barnabas', Ch. of Eng.	Surrey	.	3	.
Mills, S.	Bramshaw, Ch. of Eng.	Lyndhurst	.	.	3
Mills, W. J.	Clifford, Ch. of Eng.	Tadcaster	.	.	2
Millward, W.	-	-	.	.	2
Milne, D.	(Student, Edinburgh, F. C. Normal.)	-	.	3	.
Milne, J.	Ellon, Parochial	Aberdeen	.	.	1
Milne, J.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1
Milne, J.	Dryfesdale, F. C. S.	Dumfriesshire	.	.	2
Milnes, W. W.	Walsall, Blue-coat, Ch. of Eng.	Staffordshire	.	.	1
Minns, J.	Chelsea, Ch. Ch., Ch. of Eng.	Middlesex	.	.	1
Mitchell, D.	Bridge of Earn, F. C. S.	Perth	.	.	3
Mitchell, J.	Kilmuir Easter, Parochial	Parkhill	.	.	1
Mitchell, J.	Townhead, Thornhill	Dumfriesshire	3	.	.
Mitchell, J.	(Student, Highbury)	-	.	.	1
Mitchell, J. W.	Catterline, St. Philip's, Epis.	Kincardine	.	.	1
Mitchell, W.	Shirley, Ch. of Eng.	Solihull	.	.	2
Mitchell, W.	Bolsterstone, Ch. of Eng.	Sheffield	.	.	3
Mitcheson, W.	(Student, Durham)	-	3	.	.
Mobbs, J. R.	West Hendred, Ch. of Eng.	Berkshire	.	.	3
Moir, J.	Perth, Free West Church	Perth	.	3	.
Molineux, J.	Sketty, St. Paul's, Ch. of Eng.	Glamorgan	.	.	1
Molineux, M.	(Student, Battersea)	-	.	.	2
Moncrieff, S. D.	Lochlee, Epis.	Forfar	.	.	3
Monday, T.	Southampton, New Town District, Ch. of Eng.	Hants	.	.	3
Monday, W.	St. Martin's-in-the-Fields, Ch. of Eng.	London	.	.	3
Monk, W.	Preston, Croft Street, Wes.	Lancashire	.	3	.
Monro, G. N.	-	-	.	3	.
Monro, H. L.	Court-y-bella, Ch. of Eng.	Monmouthshire	.	.	3
Montgomery, A.	(Student, Edinburgh, F. C. Normal.)	-	.	.	3
Moore, H. J.	Cheltenham, B. S.	Cheltenham	.	.	2
Moore, J.	(Student, Chichester)	-	.	3	.
Moore, T.	Madeley, Ch. of Eng.	Salop	.	3	.
Moorhouse, G.	Meltham Mills, Ch. of Eng.	Huddersfield	.	.	3
Moorhouse, J.	(Student, Oxford)	-	.	.	3
Moreton, J. P.	(Student, Battersea)	-	.	.	1
Morey, T.	Sutton Waldron, Ch. of Eng.	Shaftesbury	.	3	.
Morgan, C.	Caermarthen, Training, Ch. of Eng.	Caermarthen	.	2	.
Morris, B.	(Student, Kneller Hall)	-	.	.	2
Morris, D.	Much Marcle, Ch. of Eng.	Ledbury	.	3	.
Morris, G.	Chipping Norton, Ch. of Eng.	Oxford	.	2	.
Morris, H.	(Student, Kneller Hall)	-	.	.	3
Morris, J.	Mains, Parochial	Dundee	.	2	.
Morris, R.	Manchester, Argyll Street, B.S.	Lancaster	.	.	2
Morris, R.	(Student, Battersea)	-	.	3	.
Morris, W.	Cottingham, Ch. of Eng.	Hull	.	.	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Newnam, H.	Brierley Hill, Ch. of Eng.	Staffordshire	.	.	3
Newton, C.	Everton, St. Chrysostom's, Ch. of Eng.	Liverpool	.	3	.
Newton, F.	Leeds, St. James', Ch. of Eng.	Leeds	.	.	2
Newton, J.	Greenwich Hospital	Kent	.	.	3
Newton, R.	Liverpool, Toxteth Park, St. James', Ch. of Eng.	Lancaster	3	.	.
Newton, T.	Llangollen, Ch. of Eng.	Denbigh	.	.	3
Nibbs, J. S.	-	-	.	.	3
Nichol, J.	Fintry, Ch. of Scot.	Stirlingshire	.	.	2
Nicholas, J.	Llansantfraid, Ch. of Eng.	Merionethshire	.	.	2
Nicholls, H.	-	-	.	2	.
Nicholson, D.	St. Martin's, The Lodge, Ch. of Eng.	Chirk	3	.	.
Nicholson, J.	Dorchester, Ch. of Eng.	Dorsetshire	.	.	3
Nicholson, J.	Kincardine, P. S.	Stirling-	.	2	.
Nicol, R.	Newmarnock, F. C. S.	Banffshire	.	3	.
Nicol, W. D.	(Student, Edinburgh, F. C. Normal.)	-	3	.	.
Nield, B.	-	-	.	.	1
Nield, J.	-	-	.	.	1
Nixon, A.	Whitstable and Seasalter Charity, Ch. of Eng.	Whitstable	.	1	.
Nixon, H.	Manchester, Rusholme Road, Wes.	Lancaster	.	.	2
Nixon, J. R.	Windsor, Ch. of Eng.	Berkshire	.	3	.
Noall, R. K.	New Leake, Wes.	Wainfleet	.	.	2
Noble, J.	(Student, Battersea)	-	.	2	.
Noble, R.	Newbattle Colliery, Ch. of Scot.	Edinburgh	.	.	3
Noddle, G.	-	-	.	.	3
Norman, R.	South Molton, Wes.	Devonshire	.	.	1
Normandale, M.	West Tanfield, Ch. of Eng.	Yorkshire	.	3	.
Norris, J. H.	(Student, Chester)	-	.	2	.
Norris, W. S.	Halifax, King's Cross, Ch. of Eng.	Yorkshire	.	1	.
Norton, B.	Brighton, B.S.	Sussex	.	.	2
Norton, S.	Gloucester, B.S.	Gloucestershire	.	3	.
Oakley, H.	Barnard Castle, Wes.	Durham	.	.	2
O'Connor, H. F.	-	-	.	2	.
O'Donnell, H.	Droxford, P.U.S.	Hants	.	.	3
Ogden, J.	Barwick in Elmet, Ch. of Eng.	Tadcaster	.	.	2
Ogden, J.	Shaw, Wes.	Rochdale	.	.	2
Ogilvie, P.	Lochgellie, Company's School, Ch. of Scot.	Fifeshire	3	.	.
Oke, S.	Illogan, Ch. of Eng.	Redruth	.	2	.
Olding, S.	Romsey, B.S.	Hants	.	.	3
Oliff, G. W.	Grantham, Ch. of Eng.	Lincolnshire	.	.	3
Oliff, J.	-	-	.	.	2
Olivant, B.	Mansel Lacey, Ch. of Eng.	Hereford	.	3	.
Oliver, G.	Wisbeach, St. Peter's, Ch. of Eng.	Wisbeach	.	.	1
Oliver, J.	Bideford, Ch. of Eng.	Devonshire	.	.	3
Onions, W.	(Student, Kneller Hall)	-	.	1	.
Orford, G.	Boxley, Ch. of Eng.	Maidstone	.	.	2
Orkney, D. C.	Jamestown, Bonnill, F. C. S.	Dumbarton	.	.	3
Osborn, G.	Selby, Wes.	Yorkshire	.	.	1
Osborne, J.	Beechwood, B. S.	Southampton	.	.	3
Osborne, W.	York, Hope Street, B.S.	Yorkshire	.	3	.
O'Sullivan, D.	Preston, St. Wilfred's, R. C. S.	Lancashire	.	2	.
O'Sullivan, G.	St. John's Wood, R. C. S.	London	3	.	.
Owen, T.	(Left England)	-	3	.	.
Owers, C.	Springfield, Ch. of Eng.	Chelmsford	.	.	1
Packett, J. W.	-	-	.	3	.
Page, C. A.	Wickham, Ch. of Eng.	Farcham	.	1	.
Page, E.	-	-	.	2	.
Page, H.	Newcastle-on-Tyne, St. Thomas', Ch. of Eng.	Newcastle-on-Tyne	.	3	.
Page, J.	Lambeth Chapel, Wes.	Surrey	.	3	.
Pain, G.	(Student, Chelsea, St. Mark's)	-	.	1	.
Palmer, E.	Hythe, Ch. of Eng.	Kent	.	3	.
Palmer, G. W.	Wantage, Ch. of Eng.	Berkshire	.	.	3
Palmer, H.	Coldwaltham, St. James', Ch. of Eng.	Petworth	.	.	3
Palmer, J.	Barton-on-Humber, Wes.	Lincolnshire	.		3

MASTERS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Pickard, J.	Measham, Ch. of Eng.	Atherstone	.	.	1
Pickard, J.	Salford, Broughton Road, Wes.	Manchester	.	3	.
Pickering, R.	Chester, Ch. of Eng.	Chester	.	.	2
Pigott, T.	Doncaster, B. S.	Doncaster	.	1	.
Pincott, E.	Audenshaw, Ch. of Eng.	Lancaster	.	.	3
Pincott, J.	Cheltenham, Bath Road, Ch. of Eng.	Gloucestershire	.	.	3
Pinder, H.	Swavesey, Ch. of Eng.	Cambridgeshire	.	.	3
Pinder, T. R.	- - - - -	- - -	3	.	.
Pinder, W.	Foxdale, Ch. of Eng.	Isle of Man	.	1	.
Pink, R.	- - - - -	- - -	3	.	.
Piper, S.	Bussage, Ch. of Eng.	Stroud	.	.	3
Pirie, J.	- - - - -	- - -	.	.	1
Pirt, J.	South Shields, St. Stephen's, Ch. of Eng.	Durham	.	3	.
Pithie, A. D.	Aberdeen, Dr. Bell's	Aberdeen	.	2	.
Plank, G. T.	Hinton, Ch. of Eng.	Wilts	.	.	2
Platt, S. H.	(Student, Saltley)	- - -	.	.	1
Platts, C.	Congleton, Wagg Street, Wes.	Chester	.	.	3
Pleace, J.	(Student, Cheltenham)	- - -	.	.	2
Pleasants, W.	Wing, Ch. of Eng.	Buckinghamshire	.	3	.
Please, J.	Stepney, Red Coat, Ch. of Eng.	Middlesex	.	.	1
Pointer, H.	Buckingham, Ch. of Eng.	Buckinghamshire	.	.	3
Pollard, J.	Frodsham, Endowed, Ch. of Eng.	Chester	.	.	1
Pollock, J.	Fintry, Stewart's Endowed, Ch. of Scot.	Stirlingshire	.	.	1
Ponsford, W.	Marylebone, St. Andrew's, Choristers' School.	London	.	.	1
Poore, E.	Crawley, Ch. of Eng.	Godalming	.	.	3
Popple, T.	Liverpool, St. Barnabas, Ch. of Eng.	Lancashire	.	3	.
Porter, G.	Nottingham, B. S.	Nottinghamshire	.	.	2
Porter, J.	(Student, Caermarthen)	- - -	.	3	.
Porter, J.	Sherston, B. S.	Malmesbury	.	.	3
Potts, A.	(Student, Durham)	- - -	.	.	2
Poyner, H.	Leicester, County, Ch. of Eng.	Leicester	.	3	.
Prain, D.	Brechin, Parochial	Brechin	.	1	.
Prain, J.	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	3
Pratt, J. B.	Spalding, B. S.	Lincolnshire	.	.	2
Preston, G.	Stourbridge, P. U. S.	Worcester	.	.	1
Preston, J. T.	Lancaster Blue Coat, Ch. of Eng.	Lancaster	.	3	.
Prewett, W.	East Grafton, Ch. of Eng. (Mixed S.)	Wiltshire	.	.	3
Price, F.	Brighton, P. U. S.	Sussex	.	.	3
Price, J.	(Student, Battersea)	- - -	.	3	.
Price, J.	Llanfyllin, B. S.	Montgomery	.	1	.
Price, T.	Towyn and Pennal, B. S.	Merioneth	.	3	.
Pridham, J.	St. Ewe, Ch. of Eng.	St. Austell	.	.	1
Priestly, W.	Earls Heaton, Ch. of Eng.	Dewsbury	.	.	2
Pring, H. J.	(Student, Westminster, Wes.)	- - -	.	.	3
Pringle, J.	(Student, Edinb., G. A. Norm.)	- - -	.	2	.
Pringle, R.	Ratho, New Sub.	Edinburgh	.	.	2
Pritchard, G.	(Student, Cheltenham)	- - -	.	.	2
Pritchard, G.	Clynog, Ch. of Eng.	Caernarvon	.	3	.
Pritchard, J.	Lapley and Wheaton Aston, Ch. of Eng.	Staffordshire	.	.	3
Probert, J.	Glandford Brigg, Ch. of Eng.	Lincolnshire	.	.	2
Proudfoot, J.	Kinross, F. C. S.	Kinross-shire	3	.	.
Proudfoot, P.	Kilconquhar, Ch. of Scot.	Fife	.	.	3
Pryer, W. S.	Liverpool, Hope Street, B. S.	Lancashire	.	2	.
Pugh, E.	Willenhall, St. Giles, Ch. of Eng.	Walsall	.	.	3
Pullen, M.	Painswick, Ch. of Eng.	Gloucester	.	.	1
Pullin, A.	(Student, Caermarthen)	- - -	.	.	1
Purdie, A.	Melvich, G.A.S.	Thurso	.	.	3
Purslow, A.	Petersham, B. S.	Surrey	.	.	2
Purves, J.	Fisherrow, F.C.S.	Musselburgh	.	.	3
Putterill, W.	- - - - -	- - -	.	.	2
Puttick, R.	(Student, Battersea)	- - -	3	.	.
Quarterman, J.	Westgate Common, Ch. of Eng.	Wakefield	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Roach, C.	Winchester, Cheeschill, St. Peter's, Ch. of Eng.	- - -	.	.	3
Roberts, E.	Bangor, Ch. of Eng.	Cardigan - -	3	.	.
Roberts, E.	Rantnewydd, Ch. of Eng.	Caernarvon - -	.	3	.
Roberts, G.	(Student, Kneller Hall) -	- - -	.	3	.
Roberts, G. J.	Dover, B. S. - - -	Kent - - -	.	3	.
Roberts, J.	Plympton, St. Mary's (Ridgway District.)	Devonshire - -	.	.	3
Roberts, J.	Dwygyfylchi, Ch. of Eng.	Conway - - -	.	2	.
Roberts, J.	Wadworth, Ch. of Eng.	Doncaster - -	.	.	3
Roberts, J. E.	Staindrop, Ch. of Eng.	Durham - - -	.	.	3
Roberts, R.	Llanwnog, Ch. of Eng.	Montgomery - -	.	.	3
Roberts, R.	Kendal, Ch. of Eng.	Kendal - - -	.	.	3
Roberts, R.	- - - - - -	- - -	.	1	.
Roberts, W.	St. Ives, B. S. - - -	Huntingdonshire -	.	3	.
Roberts, W.	Topsham, Wes., Day School	Devonshire -	.	.	1
Robertson, A.	Dundee, Hill Town, F. C. S.	Dundee - - -	.	.	3
Robertson, A.	Skene, F. C. S. - - -	Aberdeen - -	.	3	.
Robertson, A.	(Student, Glasgow, G. A. Norm.)	- - -	.	.	3
Robertson, C.	Woodhead Fyvie, Epis. -	Aberdeen - -	.	.	2
Robertson, D.	Friockheim, F. C. S.	Forfarshire - -	.	3	.
Robertson, E.	Kinnaird, G. A. S. - -	Perth - - -	.	.	3
Robertson, J.	Killichonan, G. A. S. -	Perth - - -	.	.	3
Robertson, J.	Oldbury, Messrs. Chance's, Ch. of Eng.	Salop - - -	.	1	.
Robertson, J.	- - - - - -	- - -	.	2	.
Robertson, J.	Shandon, F. C. S. - - -	Helensburgh - -	.	2	.
Robertson, J.	(Student, Glasgow, F. C. Norm.)	- - -	.	.	2
Robertson, J. G.	Wemyss, Ch. of Scot. - -	Fifeshire - - -	.	.	1
Robertson, W.	- - - - - -	- - -	.	.	1
Robins, H.	Hertford, Cowper's Testimonial, Ch. of Eng.	Herts - - -	.	3	.
Robinson, E.	Birkenhead, St. John's, Ch. of Eng.	Birkenhead - -	.	2	.
Robinson, G.	Faversham, Central, Ch. of Eng.	Kent - - -	.	3	.
Robinson, J.	Wadsley, Ch. of Eng. - -	Sheffield - - -	.	.	3
Robinson, J. J.	Pembroke Dockyard, Ch. of Eng.	Pembroke - -	.	2	.
Robinson, S.	Newcastle-under-Lyne, Ch. of Eng.	Staffordshire - -	.	.	3
Robson, J. L.	Penkhull, Ch. of Eng. - -	Stoke-upon-Trent -	.	3	.
Robson, R.	Lockwinnoch, P. S. - - -	Renfrew - - -	.	.	3
Rockett, J. R.	Southsea, St. Jude's, Ch. of Eng.	Hants - - -	3	.	.
Roe, G.	Wareham, Ch. of Eng. - -	Dorsetshire - -	.	3	.
Roe, H.	Highbury Training - - -	London - - -	3	.	.
Roe, J.	Kingston, Ch. of Eng. - -	Dorsetshire - -	.	.	3
Rogers, E. W.	Shenley, Ch. of Eng. - -	Barnet - - -	.	.	3
Rogers, G.	Llannon, Ch. of Eng. - -	Caermarthen - -	.	.	3
Rogers, G.	- - - - - -	- - -	.	.	1
Rogers, G.	(Student, Caermarthen) -	- - -	.	.	3
Rogers, J.	- - - - - -	- - -	.	.	3
Rogerson, J.	Brooksbottom, Wes. - -	Lancashire - -	.	.	3
Rogerson, W.	Gala (Infants), Ch. of Scot.	Galashiels - -	.	1	.
Rollison, H.	Chesterton, Ch. of Eng. -	Staffordshire - -	.	.	2
Romilly, W. L.	(Student, Chelsea, St. Mark's)	- - -	.	.	3
Rood, J. E.	- - - - - -	- - -	.	.	3
Rooks, S.	Prees, Ch. of Eng. - - -	Shrewsbury - -	.	.	1
Rookwood, R.	St. George-in-the-East, Ch. Ch., Ch. of Eng.	London - - -	.	.	3
Rose, N. P.	Inverary - - - - -	Argyllshire - -	.	.	3
Rose, W.	Lochgilphead, F. C. S. - -	Argyllshire - -	.	.	1
Ross, A.	Campbelltown, F. C. S. - -	Argyllshire - -	.	.	2
Ross, A.	Tarbat, F. C. S. - - -	Ross and Cromarty -	.	.	2
Ross, A.	Inverary, F. C. S. - - -	Argyllshire - -	.	.	1
Ross, D.	Dingwall, F. C. S. - - -	Ross and Cromarty -	.	.	3
Ross, D.	Errol, F. C. S. - - - -	Perth - - -	3	.	.
Ross, D.	(Student, Chester) - - -	- - -	.	1	.
Ross, H.	Portnahaven, F. C. S. - -	Argyllshire - -	.	.	2
Ross, J.	Inverleithen, F. C. S. - -	Peebles - - -	3	.	.
Ross, J.	(Student, Edinb., F. C. Norm.)	- - -	3	.	.
Ross, P. M.	(Student, Edinb., F. C. Norm.)	- - -	.	.	1
Ross, R.	Cheltenham, Training - -	Cheltenham - -	.	1	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Seamark, W.	Devonport, St. James', Ch. of Eng.	Devonport	.	.	3
Seaton, A.	Bristol, Lewins Mead, B. S.	Gloucestershire	.	.	3
Seaton, W.	(Student, Cheltenham)		.	3	.
Seddon, J.	(Student, Chester)		.	.	2
Seddon, R.	(Student, Chelsea, St. Mark's)		.	.	2
Selden, G.	Manchester, Marshall Street, B. S.	Lancaster	.	1	.
Self, J.	West Ham, Ch. of Eng.	Essex	.	3	.
Sellick, E.	Alrewas, Ch. of Eng.	Lichfield	.	.	3
Sexty, C.	Southbourne and Seaside, Ch. of Eng.	Sussex	.	1	.
Shand, J. M.	Bainsford, Self-supporting, Ch. of Scot.	Stirlingshire	.	2	.
Sharland, T.	Davyhulme, Wes.	Lancaster	.	.	2
Sharman, A.	Walham Green, Ch. of Eng.	Middlesex	.	.	2
Sharpe, J. M.	Holyrood, F. C. S.	Edinburgh	.	2	.
Sharples, J.	Swinton, Industrial	Lancashire	.	.	1
Sharrat, W.	Salford, Model School, Ch. of Eng.	Manchester	.	.	3
Shaw, J.	Bury, Holy Trinity, Ch. of Eng.	Lancashire	.	.	3
Shaw, J. T.	Hadfield, Wes.	Derby	.	.	3
Shaw, T.	(Left England)		.	.	3
Shaw, T.	Wimborne Minster, Ch. of Eng.	Wimborne	3	.	.
Shea, T.	(Student, Highbury)		.	.	3
Sheaf, R.	Central London District	Norwood	.	.	1
Sheard, T.	(Left England)		.	.	3
Shearer, J.	Gartmore, Dalmany, Parochial	Perth	.	3	.
Shelley, E.	Dumbleton, Industrial	Evesham	.	.	1
Sheppard, J.	(Student, Saltley)		.	.	3
Sheppard, S. S.	Cheltenham, Bethesda, Wes.	Gloucestershire	.	3	.
Sherrat, T.	Seaforth, Ch. of Eng.	Liverpool	.	.	3
Sheret, C.	Gilcomston, F. C. S.	Aberdeen	.	.	2
Shires, G.	(Student, York and Ripon)		.	.	3
Short, J.	(Student, Borough Road)		.	.	3
Shotter, J.	Bishopstoke, Ch. of Eng.	Hants	.	.	3
Shrop, J.	Evesham, B. S.	Evesham	.	.	3
Shufflebotham, E.C.	Ightham, Ch. of Eng.	Sevenoaks	.	.	2
Silversides, C.	Roos, Ch. of Eng.	Hull	.	3	.
Silversides, J.	Down Hatherley, Ch. of Eng.	Gloucester	.	.	1
Sim, G. R.	Old Deer, F. C. S.	Aberdeen	.	.	2
Simco, W.	Lacock, Ch. of Eng.	Chippenham	.	.	3
Simmonds, H.	Tottenham, Ch. of Eng.	Middlesex	.	.	1
Simpson, B.	Leeds, Little Holbeck, Marshall's Factory.	Yorkshire	3	.	.
Simpson, C.	Stockton-on-Tees, B. S.	Durham	.	.	3
Simpson, E.	St. Helier, Ch. of Eng.	Jersey	.	.	3
Simpson, J.	Kidderminster, St. George's, Ch. of Eng.	Kidderminster	.	.	1
Simpson, J.	Glasgow, St. Jude's, Epis.	Glasgow	.	.	2
Simpson, J. D.	Ystalyfera, Ch. of Eng.	Glamorgan	.	.	1
Sinclair, J.	Toftingshall, G. A. S.	Caithness	.	.	3
Sinclair, N.	Arnisdale, G. A. S.	Inverness-shire	.	.	1
Sinclair, R.	Amulree, F. C. S.	Dunkeld	.	.	3
Singer, W.	(Student, Glasgow, F.C. Norm.)		.	.	3
Singleton, J. N.	Tiverton, B. S.	Devon	.	.	3
Sinzininex, J.	Tean, B. S.	Uttoxeter	.	.	3
Sirett, T.	Sowerby Bridge, Wes.	Halifax	.	.	3
Skeet, H. L.			.	.	1
Skeet, W.	(Left England)		.	3	.
Skinner, D.	Glenlivat, G. A. S.	Banffshire	.	.	3
Skippins, S.	Broughton, R. C. S.	Skipton	.	3	.
Slaney, G.	Rendlesham, Ch. of Eng.	Woodbridge	.	.	3
Slater, J. K.	Middlewich, Ch. of Eng.	Middlewich	.	.	2
Slight, A. G.	(Student, Edinburgh, F. C. Normal.)		.	.	3
Sloan, J.	(Student, Glasgow, F.C. Norm.)		.	1	.
Sluter, J.	Dudley, St. Edmund's, Ch. of Eng.	Dudley	.	.	3
Small, J.	(Student, Edinburgh, F. C. Normal.)		.	3	.
Smart, J.	Gargrave, Ch. of Eng.	Skipton	.	.	3
Smart, J.			.	1	.

MASTER

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	rd Class.
Spary, A. - -	Bath, St. Saviour's, Ch. of Eng.	Somersetshire - -	.	.	3
Spencer, C. - -	Ashford, Ch. of Eng. - -	Bakewell - -	.	3	.
Spencer, E. - -	Leeds, St. Saviour's, Ch. of Eng.	Leeds - - -	.	.	3
Spencer, J. - -	(Student, Cheltenham) - -	- - -	.	.	1
Spencer, P. - -	(Student, Saltley) - - -	- - -	.	3	.
Spencer, S. - -	Ratcliffe College, R. C. S. -	Leicestershire -	.	.	3
Spencer, W. - -	Beverley, Wes. - - - -	Beverley - - -	.	3	.
Spink, J. - -	Ripon, Ch. of Eng. - - -	Ripon - - -	.	2	.
Spire, T. - -	(Student, Chichester) - -	- - -	.	.	3
Spire, T. - -	(Student, Cheltenham) - -	- - -	.	.	3
Spooner, W. - -	Rugeley, Ch. of Eng. - -	Rugeley - -	.	.	3
Stables, J. - -	Barry, F. C. S. - - -	Forfar - - -	.	.	1
Stacey, E. J. - -	(Student, Exeter) - - -	- - -	.	.	2
Staddon, T. - -	Camberwell, Green Coat, Ch. of Eng.	London - - -	.	.	1
Stainbank, J. -	(Student, Chester) - - -	- - -	.	3	.
Stalker, D. - -	Leven, F. C. S. - - -	Leven - - -	.	.	3
Stalker, D. B. -	Luton, Ch. of Eng. - - -	Bedford - - -	.	.	2
Stanton, J. - -	Islington, St. Michael's, Ch. of Eng.	London - - -	.	3	.
Stanwick, J. - -	Gilling, Ch. of Eng. - -	Richmond (Yorks.)	.	.	1
Stanyer, W. - -	Great Harwood, Ch. of Eng. -	Blackburn - -	.	1	.
Stark, J. M. - -	- - - - -	- - -	.	.	1
Startup, O. A. -	Radcliffe Hall, Ch. of Eng. -	Manchester - -	.	.	3
Stead, G. - -	(Student, Cheltenham) - -	- - -	.	.	3
Steel, J. - -	Plumstead, Barrage Road, B.S.	Kent - - -	.	.	1
Stephen, W. - -	- - - - -	- - -	.	.	1
Stephens, E. - -	Bishop Waltham, Ch. of Eng.	Hants - - -	.	.	3
Stephens, W. -	Hagley (Lord Lyttelton's School), Ch. of Eng.	Stourbridge - -	.	.	1
Sterndall, J. - -	Wellow, Ch. of Eng. - -	Romsey - - -	.	.	3
Stevens, E. T. -	Halifax, Cross Hill, St. James', Ch. of Eng.	Yorkshire - -	.	1	.
Stevens, H. - -	Hulme, Free, Ch. of Eng. -	Manchester - -	.	1	.
Stevens, N. C. -	Waddington, Mixed, Ch. of Eng.	Lincoln - - -	.	.	1
Stevenson, D. -	(Left England) - - -	- - -	.	.	3
Stevenson, J. -	(Student, Glasgow, G. A. Norm.)	- - -	.	.	3
Stewart, A. - -	Lossiemouth, F. C. S. - -	Elginshire - -	.	.	1
Stewart, C. - -	Alton, B. S. - - - -	Hants - - -	3	.	.
Stewart, D. - -	Eyemouth, F. C. S. - - -	Berwick - - -	.	.	2
Stewart, J. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	1	.
Stewart, J. - -	Edderton, F. C. S. - - -	Tain - - -	.	.	3
Stewart, J. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	3	.
Stewart, J. - -	(Student, Edinburgh, G. A. Normal.)	- - -	.	.	2
Stewart, J. - -	(Student, Glasgow, F. C. Norm.)	- - -	.	.	2
Stewart, R. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	3	.
Stewart, R. - -	Logie, Easter Parochial - -	Tain - - -	.	.	2
Stewart, T. - -	- - - - -	- - -	.	.	3
Stewart, W. - -	Strathkinness, St. Andrew's, F. C. S.	Fife - - - -	.	.	3
Stirling, A. - -	New Cumnoch, F. C. S. - -	Ayrshire - -	.	2	.
Stirtan, J. - -	Edinburgh Normal Institution, Practising School.	Edinburgh - -	.	2	.
Stocker, E. - -	Tooting, Ch. of Eng. - -	Surrey - - -	.	.	3
Stockley, H. C. -	Gravesend, Prince's Street Chapel, Wes.	Kent - - -	.	1	.
Stockton, W. -	(Student, Chester - - -	- - -	.	2	.
Stokes, W. - -	(Student, Durham) - -	- - -	.	.	3
Stokoe, W. - -	Wolsingham, Ch. of Eng. -	Durham - - -	.	.	3
Stollard, J. - (A)	Ipstones, Agricultural, Ch. of Eng.	Leek - - -	.	2	.
Stone, J. - -	West Langbaurgh, Ch. of Eng.	Stokesley -	.		2
Stone, J. - -	Lyme Regis, Ch. of Eng. - -	Lyme Regis -	.	.	3
Stoney, G. - -	Margate, Trinity, Ch. of Eng.	Kent - -	.	.	3
Storey, L. - -	Leicester, Ch. Ch., Ch. of Eng.	Leicester - -	.	.	1
Stormouth, J. -	Edinburgh, Canongate Burgh School.	Edinburgh -	.	.	1
Strachan, J. - -	Aberdeen, West, Par. Sess. -	Aberdeen -	3	.	.
Stratton, P. - -	Rosebank, Sess. School - -	Dundee -	.	.	1

Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
W. - -	Altrincham and Bowden, B. S.	Chester - - -	.	.	2
W. M. -	Rougham, Ch. of Eng. - -	Norfolk - - -	.	.	3
W. M. -	- - - - -	- - -	.	2	.
n, T. -	Leintwardine, Ch. of Eng. -	Hereford - - -	.	.	2
, A. - -	Cousland, F. C. S. - - -	Edinburgh - -	.	.	1
, A. -	Edinburgh, Original Ragged	Edinburgh - -	.	.	1
, D. -	Broughty Ferry, F. C. S. -	Forfarshire - -	.	.	3
.G. -	Kintore, F. C. S. - - -	Aberdeen - - -	.	.	3
, H. -	(Student, Edinburgh, F. C. Normal).	- - -	.	3	.
, J. - -	Perth, East Ch. Parish Congational S.	Perth - - -	.	3	.
, J. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	1
, J. A. -	(Student, Edinburgh, G. A. Normal).	- - -	.	.	1
, W. B. -	(Student, Edinburgh, G. A. Normal.)	- - -	.	2	.
?. - -	Mells Green, Ch. of Eng. -	Frome, Somerset -	3	.	.
, G. -	Inverbrothock, F. C. S. - -	Forfarshire - -	.	.	3
k, J. -	Left England - - - -	- - -	.	.	3
?. -	Manchester, Birch, St. James, Ch. of Eng.	Lancaster - - -	.	2	.
?. - -	Ipswich, St. Peter's, Ch. of Eng.	Suffolk - - -	.	.	3
?. J. -	(Student, Chelsea, St. Mark's)	- - -	.	2	.
J. - -	Leominster, Ch. of Eng. - -	Hereford - - -	.	1	.
. R. - -	Nottingham, Trinity, Ch. of Eng.	Nottingham - -	.	2	.
. F. - -	Westminster, Saint Stephen's, Rochester Row, Ch. of Eng.	London - - -	.	.	2
, H. - -	Fleet Street, Saint Dunstan's, Ch. of Eng.	London - - -	.	.	1
W. -	Bath, Weymouth House, Ch. of Eng.	Bath - - -	.	3	.
]. -	Leeds, Little London, Saint Matthew's, Ch. of Eng.	Leeds - - -	.	.	1
]. - -	Lyncombe and Widcombe, Ch. of Eng.	Bath - - -	.	.	1
er I. -	South Metropolitan Dist. S. -	Sutton, Surrey -	2	.	.
, W. -	Birmingham, King Edward's, Ch. of Eng.	Warwick - - -	3	.	.
n, J. -	- - - - -	- - -	.	.	2
n, J. -	Spink Hill, R. C. S. - - -	Chesterfield - -	.	.	3
W. - -	Redruth, Ch. of Eng. - -	Cornwall - - -	.	.	2
- -	Rockingham, Ch. of Eng. -	Rockingham - -	.	.	1
]. M. -	Bradford, Manchester Road, Ch. of Eng.	Yorkshire - -	3	.	.
?. - -	Madley, Ch. of Eng. - -	Hereford - - -	.	.	1
d, T. -	- - - - -	- - -	.	.	3
. - -	Perth, Middle Parish, Sess. -	Perth - - -	.	.	2
M. C. -	- - - - -	- - -	.	.	3
en, W. F.	- - - - -	- - -	.	.	1
, J. L. -	Trevenson Pool, Ch. of Eng. -	Redruth - - -	.	.	1
. - -	Cardiff, Wes. - - - - -	Cardiff - - -	.	1	.
G. -	Bury St. Edmunds, St. James, Ch. of Eng.	Suffolk - - -	.	.	1
- -	Brighton, Central, Ch. of Eng.	Brighton - - -	.	3	.
W. H. -	Sheepshed, Ch. of Eng. - -	Loughboro' - -	.	2	.
H. -	- - - - -	- - -	.	.	2
. - -	Rugby, Parochial - - -	Warwickshire -	.	.	2
. - -	Dunchurch, Free School, Ch. of Eng.	Warwickshire -	.	3	.
J. - -	Ceres, Parochial - - -	Cupar - - -	.	1	.
J. J. -	St. Andrew's, Fisher's School, Ch. of Scot.	Fife - - -	3	.	.
, H. -	Everton, St. Peter's, Ch. of Eng.	Liverpool - - -	.	.	1
B. - -	(Student, Cheltenham) -	- - -	.	.	3
R. - -	Donnington Wood, Ch. of Eng.	Newport - - -	3	.	.
G. H. -	St. George the Martyr, Ch. of Eng.	London - - -	.	.	2
G. - -	Stapleford, Ch. of Eng. - -	Nottingham - -	.	.	3
G. - -	Queenshead, Ch. of Eng. -	Halifax - - -	.	.	3
H. - -	Pauntley near Newent, Ch. of Eng.	Gloucestershire -	.	1	.

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Walters, W. H.	Wolverhampton, St. Peter's, Ch. of Eng.	Wolverhampton	.	2	.
Walton, I.	Stretton, Ch. of Eng.	Warrington	.	.	3
Wannacott, T. R.	Plymouth, St. Andrew's Chapel S., Ch. of Eng.	Devon	.	.	1
Ward, J.	Rotherham, Ch. of Eng.	Yorkshire	.	.	1
Ward, T.	Howden, Wes.	Yorkshire	.	.	3
Ware, J.	(Left England)	-	.	.	2
Warren, W. E.	(Student, Exeter)	-	.	3	.
Warren, W. T.	Plymouth, Trinity, Ch. of Eng.	Devon	.	3	.
Warriner, J.	Sigglesthorne, Ch. of Eng.	Hull	.	3	.
Wase, G.	Camberwell, Leipsic Road, B.S.	Surrey	.	.	2
Wash, H.	Hampstead, Downshire Hill, St. John's Chapel, Ch. of Eng.	London	.	3	.
Washington, M.	Coley, Ch. of Eng.	Halifax	.	3	
Wason, C.	Paisley, George St. Sessional S.	Renfrew	.	.	2
Wason, W.	Crosshill, G. A. S.	Ayr	.	3	.
Watkins, E. J.	Liverpool, All Saints, Ch. of Eng.	Lancashire	.	2	.
Watson, A.	Troon Academy, Ch. of Scot.	Ayrshire	.	.	2
Watson, G.	Cramond, P. S.	Edinburgh	.	.	2
Watson, J.	Cawdor, F. C. S.	Nairn	.	.	2
Watson, J.	(Student, Durham)	-	.	3	.
Watson, S. W.	(Student, Battersea)	-	.	.	1
Watson, T.	Glasgow, St. John's, Young St., Ch. of Scot.	Lanark	.	.	3
Watt, A.	Cullercy District, Ch. of Scot.	Aberdeenshire	.	.	1
Watts, H. E.	Droitwich, Ch. of Eng.	Worcester	.	.	2
Weatherill, H.	Setterington, Ch. of Eng.	York	.	.	3
Weaver, G.	(Student, Saltley)	-	.	.	2
Webb, J. J.	Maryport, Ch. of Eng.	Maryport	.	.	3
Webb, P.	Marlborough, St. Mary's, Ch. of Eng.	Wiltshire	.	.	2
Webber, J.	Abergavenny, Ch. of Eng.	Monmouth	3	.	.
Webster, E.	Boston, Wes.	Boston	.	.	2
Weddle, C. A.	Wargrave, Ch. of Eng.	Warrington	.	2	.
Weightman, F. J.	Chelsea, Park Chapel, Ch. of Eng.	Middlesex	.	3	.
Weir, A.	(Student, Glasgow, F.C. Norm.)	-	.	.	3
Weir, A. C.	Glasgow, St. George's and Brownfield, Ch. of Scot.	Glasgow	.	.	2
Weller, E.	-	-	.	.	3
Welteh, H. W.	-	-	.	3	.
Wescoe, H.	Preston, St. Paul's, Ch. of Eng.	Preston	.	.	3
West, E. J.	Westminster, Wes. Training S.	London	.	1	.
West, H.	(Student, Battersea)	-	.	.	3
West, R.	Higham, Ch. of Eng.	Rochester	.	.	2
Westbrook, J.	Mayfield, Ch. of Eng.	Hurst Green	.	.	3
Westbrook, R.	-	-	.	.	3
Westland, T.	Parr, St. Helen's, Ch. of Eng.	St. Helen's	.	.	3
Weston, C.	(Student, Highbury)	-	.	2	.
Whammond, A.	Dalziel, P. S.	Lanark	.	.	1
Wheater, M.	Hunmanby, Ch. of Eng.	Scarborough	.	.	3
Wheeler, G. H.	Middleton, Ch. of Eng.	Lancashire	.	3	.
Wheeler, T.	(Student Highbury)	-	.	3	.
Whinney, T.	(Student, Durham)	-	.	.	3
Whitaker, J.	-	-	.	.	3
White, A. J.	St. Austell, Ch. of Eng.	Cornwall	.	.	1
White, A. T.	Old Windsor, Ch. of Eng.	Berkshire	.	3	.
White, G.	(Student, Battersea)	-	.	.	2
White, M	(Student, Glasgow, F.C. Norm.)	-	.	1	.
White, P. R.	Falmer, Ch. of Eng.	Sussex	.	.	1
White, W.	St. Helen's, Ch. of Eng.	Lancashire	3	.	.
White, W.	Stepney, Trinity, Ch. of Eng.	London	.	3	.
Whiteford, J.	(Student, Edinburgh, G. A. Normal)	-	.	3	.
Whitehead, J.	Birmingham, New Jerusalem Church.	Warwick	.	.	3
Whitehead, T.	Rhymney Iron Works, Ch. of Eng.	Monmouth	.	2	.
Whitehead, W.	Ilkeston, Ch. of Eng.	Derby	.	2	.
Whitelaw, S.	Avondale, P. S.	Hamilton	.	.	3

MASTERS.

Name of Teacher.	Name of School.	Post Town or County.	Certificate. 1st Class.	2nd Class.	3rd Class.
Willson, R. N.	Rugby, Elborow, Ch. of Eng.	Worcester	.	3	.
Willson, W.	(Student, Chelsea, St. Mark's)	-	.	3	.
Wilson, A.	Bannockburn, F. C. S.	Stirlingshire	.	3	.
Wilson, A.	Liverpool, St. Peter's, Presbyterian.	Lancashire	.	.	1
Wilson, A.	(Student, Edinburgh, F. C. Normal.)	-	.	3	.
Wilson, A.	South Shields, Trinity, Ch. of Eng.	Durham	.	.	1
Wilson, B.	Bristol, St. Michael's, Ch. of Eng.	Bristol	.	.	3
Wilson, C. E.	(Student, Kneller Hall)	-	.	.	2
Wilson, D.	-	-	.	2	.
Wilson, D.	(Student, Edinburgh, F. C. Normal.	-	.	2	.
Wilson, J.	Acton, Ch. of Eng.	Middlesex	.	.	3
Wilson, J.	(Student, York and Ripon)	-	.	.	2
Wilson, T.	Risley, Presbyterian	Warrington	.	.	1
Wilson, W.	Cumbernauld, Par. S.	Glasgow	.	3	.
Wilton, G.	Winterton, Ch. of Eng.	Yarmouth	.	3	.
Winder, J. P.	(Student, Westminster, Wes.)	-	.	2	.
Winsor, T. (D)	South Stoneham and Portswood, Ch. of Eng.	Southampton	.	.	3
Winter, J.	Huddersfield, Longroyd Bridge, Ch. of Eng.	Huddersfield	.	.	3
Winter, T.	Douglas, Athol Street, Ch. of Eng.	Isle of Man	.	1	.
Wiseman, W. R.	(Student, Glasgow, G.A. Norm.)	-	.	.	2
With, G.	Hereford, Blue Coat, Ch. of Eng.	Hereford	.	2	.
Witter, J.	Tottington, Ch. of Eng.	Lancashire	.	.	3
Wolstenholme, T.	Heywood, St. Luke's, Ch. of Eng.	Bury, Lancashire	.	.	2
Wonnacott, J.	Devonport, St. Mary's, Ch. of Eng.	Devon	.	.	2
Wood, B.	-	-	.	3	.
Wood, F.	Hyde, St. Bartholomew's, Ch. of Eng.	Winchester	.	3	.
Wood, H.	-	-	.	.	1
Wood, J.	Chatburn, Ch. of Eng.	Lancashire	.	.	3
Wood, J.	Nettlecombe-yard, Ch. of Eng.	Taunton	.	.	2
Wood, J.	Congleton, St. James', Ch. of Eng.	Chester	.	.	3
Wood, R. H.	Liverpool, St. Bartholomew's, Ch. of Eng.	Liverpool	.	.	3
Wood, W. F.	(Student, Battersea)	-	.	2	.
Wood, W. A.	Leeds, St. Philip's, Ch. of Eng.	York	.	.	2
Woodcock, H.	-	-	.	.	2
Woodcock, L.	Longford, Ch. of Eng.	Derbyshire	.	.	3
Woodier, J.	-	-	.	.	3
Woodrow, P.	Paisley, Free High Church Congregational S.	Renfrew	.	.	1
Woods, R.	(Student, Oxford)	-	.	3	.
Woods, R.	South Myton, Upper Wes.	York	.	.	3
Woof, W.	Kendal, P. C. S.	Westmoreland	.	.	3
Woollard, G. C.	-	-	.	3	.
Woolley, J.	Grappenhall, Ch. of Eng.	Warrington	.	.	2
Woolley, J. A.	Churchill, Ch. of Eng.	Oxford	.	.	1
Worsnop, T.	(Left England.)	-	.	.	3
Worthington, T.	-	-	.	.	3
Wray, J. J.	Madeley Wood, Wes.	Salop	.	.	3
Wray, T.	Old Malton, Ch. of Eng.	York	.	.	3
Wright, J.	Bengeworth, Ch. of Eng.	Evesham	.	.	3
Wright, J.	Paisley, Sess.	Paisley	.	.	2
Wright, J.	-	-	.	.	3
Wright, R.	-	-	.	.	2
Wright, R.	Caton, Ch. of Eng.	Lancashire	.	.	3
Wright, W.	Bath, Holy Trinity, Ch. of Eng.	Somerset	.	.	1
Wrigley, J.	Rochdale, Ch. of Eng.	Rochdale	.	.	1
Wrothwell, H.	Wykeham, Ch. of Eng.	Pickering, Yorkshire	.	.	1
Wykes, J.	-	-	.	.	2
Wylie, J.	Glasgow, New City Road, St. George's, P. C. S.	Glasgow	.	.	1
Wylie, R.	Trinity Gask, Par.	Auchterarder	.	.	3
Wynne, E.	Liverpool, Ch. Ch., Ch. of Eng.	Liverpool	.	2	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Atkinson, S.	Westminster National Society's Central.	Westminster	.	.	2
Attewell, A.	Tewkesbury, Ch. of Eng.	Gloucester	.	2	.
Auld, A.	New Cumnock, Bank S., Ch. of Scot.	Ayshire	.	2	.
Austen, M.	(Student, Glasgow, F. C. Nor.)	-	.	.	2
Avis, H.	The Grange, Ch. of Eng.	Alresford	.	.	1
Baalham, S. A.	City Road, St. Matthew's, Ch. of Eng.	London	.	2	.
Baddeley, M.	Wellingborough, Infant, Ch. of Eng.	Northampton	.	.	3
Bagnall, M.	Truro, Cornwall, Central, Ch. of Eng.	Cornwall	.	.	1
Bain, I.	(Student, Glasgow, G. A. Norm.)	-	.	.	3
Baker, S.	Cheltenham, B. S.	Gloucester	.	.	3
Balcolm, A. A.	-	-	.	.	3
Baldry, E.	St. Pancras, Ch. of Eng.	London	.	2	.
Baldwin, E.	Devon and Exeter Central, Ch. of Eng.	Exeter	.	1	.
Ball, D.	Frechay, St. Chad's, Ch. of Eng.	Cheadle	.	.	3
Ball, E.	-	-	.	.	3
Ball, E.	Hackney Road, Weymouth Terrace, B. S.	London	.	.	3
Baller, M. E. S.	Exeter, Episcopal Charity	Devonshire	.	2	.
Balme, A.	Keighley, Ch. of Eng.	Yorkshire	.	3	.
Baptie, M. A.	Hampstead (Infants), Ch. of Eng.	Middlesex	.	.	3
Barclay, J.	(Student, Glasgow, F.C. Norm.)	-	.	1	.
Barnacle, M. A.	Norwich, Model, Ch. of Eng.	Norfolk	.	2	.
Barnes, A. M.	-	-	.	.	2
Barnes, E.	Wargrave, Ch. of Eng.	Warrington	.	.	2
Barnicoat, S.	(Student, Borough Road)	-	.	.	2
Barrett, E.	Birmingham, St. Nicholas', R.C.S.	Warwick	.	.	1
Barrett, M.	Doncaster, Ch. Ch., Ch. of Eng.	Yorkshire	.	1	.
Barrett, M. A.	Salisbury Training School, Ch. of Eng.	Wiltshire	3	.	.
Bartlett, C.	Send and Ripley, Ch. of Eng.	Surrey	.	3	.
Bartlett, E. J.	-	-	.	.	3
Barton, A.	Harpurhey, Ch. of Eng.	Lancashire	.	.	3
Barton, E.	Macclesfield, Old Church, Ch. of Eng.	Cheshire	.	.	1
Barton, E. C.	(Student, Rochester)	-	.	.	2
Bassett, S. U.	Hull, Sculcoates, Ch. Ch., Ch. of Eng.	Yorkshire	.	.	2
Bateman, J.	(Student, Whitelands)	-	.	.	1
Bathe, M.	Liverpool, Windsor, St. Clement's, Ch. of Eng.	Lancashire	.	.	2
Batterham, R.	Winchester, Central, Ch. of Eng.	Hants	.	3	.
Baxendale, I.	Ormskirk, United Charity, Ch. of Eng.	Lancashire	3	.	.
Baxter, A.	Bolton-le-Moors, Ch. Ch., Ch. of Eng.	Lancashire	.	.	3
Bayley, M.	(Student, Rochester)	-	.	3	.
Bazley, R.	Hastings, All Saints' and St. Clement's, Ch. of Eng.	Sussex	.	.	3
Beach, E.	-	-	.	.	2
Beane, E.	Portsea Town, Ch. of Eng.	Hants	.	.	2
Beat, M. T.	Maryburgh, Ch. of Scot.	Kinross	.	1	.
Beath, E.	(Student, Edinburgh, G. A. Normal.)	-	.	.	2
Beavan, P.	(Student, Whitelands)	-	.	.	3
Bedford, M.	Stoke Newington, Ch. of Eng.	Middlesex	.	.	2
Belcher, J.	Derby, B. S.	Derby	.	3	.
Bell, C.	(Student, Edinburgh, G. A. Normal).	-	.	.	1
Bell, E.	Newport-on-Usk, Ch. of Eng.	Monmouthshire	.	2	.
Bell, L.	(Student, Glasgow, F. C. Normal).	-	.	.	1
Bennet, A.	(Student, Edinburgh, G. A. Normal).	-	.	3	.
Bennet, E.	Christleton, Ch. of Eng.	Chester	.	.	3
Bennett, A.	Bengeo, Ch. of Eng.	Herts	.	.	1

MISTRESS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Brownlee, J.	Edge Hill, St. Mary's, Ch. of Eng. (Infants).	Liverpool	.	.	1
Brunt, E.	Donnington Wood, Ch. of Eng.	Newport	.	3	.
Bryan, C. M.	Liverpool, North Schools, Ch. of Eng.	-	.	2	.
Bryant, A.	Fleet Street, St, Dunstan's, Ch. of Eng.	London	3	.	.
Bryant, A.	Hambleton, Ch. of Eng.	Oakham	.	1	.
Bubb, H.	Rotherhithe, Trinity, Ch. of Eng.	Surrey	.	.	3
Buckle, J. C.	Birmingham, St. Mary's, Ch. of Eng.	Warwick	.	3	.
Buckley, E. M.	Lochgilphead, Episcopal	Argyleshire	.	2	.
Buckley, J. F.	Carlisle, St. Patrick, R.C.S.	Cumberland	.	.	2
Buckwell, M. J.	Brighton, North Lane, Ch. of Eng.	Sussex	.	.	3
Bullock, A. J.	Stanford Rivers, Ch. of Eng.	Romford	.	.	3
Bullock, J.	Lynn, B. S.	Norfolk	.	.	1
Bundock, S.	-	-	.	.	3
Burns, J. U.	Dundee, Wallace Town, F. C. S. (Infants).	Forfarshire	.	.	2
Burns, M.	(Student, Edinburgh, F.C. Normal).	-	.	2	.
Burr, A. E.	(Student, Whitelands)	-	.	2	.
Burr, S. T.	Marylebone, Nutford Place, Diocesan.	London	3	.	.
Burrell, J.	(Student, Home and Colonial)	-	.	3	.
Burrows, E. F.	(Student, Glasgow, F.C. Norm.)	-	.	2	.
Burrows, J. M.	Barnstaple, Ch. of Eng.	Devonshire	.	.	2
Burt, M.	Reading, St. Giles', Ch. of Eng.	Berkshire	.	.	2
Burton, J.	(Student, Whitelands)	-	.	.	1
Burton, L. L.	-	-	.	.	3
Bushy, M.	Marylebone Ch. Ch., Ch. of Eng.	London	.	2	.
Bush, S. H.	Hurstpierpoint, Ch. of Eng.	Sussex	.	2	.
Butterfield, M.	Camberwell, Camden Church, Ch. of Eng.	Surrey	.	2	.
Callanan, T.	Hampstead, Downshire Hill, Ch. of Eng.	London	.	.	3
Cameron, S. C.	Glasgow, Parish School of Industry.	Lanark	.	.	2
Camp, E.	Highgate (Infants), Ch. of Eng.	London	.	2	.
Campbell, C.	(Student, Glasgow, F.C. Norm.)	-	.	1	.
Campbell, E.	-	-	.	.	3
Campbell, H. M.	Halifax (Victoria Street), St. James' (Infants), Ch. of Eng.	Yorkshire	.	.	2
Cannell, M.	-	-	.	.	3
Carlton, C.	Bridgewater, Provident Place, Infant B.S.	Somerset	.	1	.
Carr, A.	York, Micklegate, Ch. of Eng.	York	.	.	1
Carr, E. J.	South Shields Union - B.S.	Durham	.	3	.
Carr, M. J.	-	-	.	1	.
Carrington, M. E.	Uppingham, Ch. of Eng.	Rutlandshire	.	.	1
Carter, I.	(Student, Edinburgh, G. A. Normal.)	-	.	.	3
Caswell, L.	Godalming, Ch. of Eng.	Surrey	.	.	2
Chadwick, A.	Wakefield, Trinity, Ch. of Eng.	Yorkshire	.	2	.
Chadwick, E.	Frodsham (Infants), Ch. of Eng.	Cheshire	.	.	3
Chadwick, H. W.	Wakefield, All Saints, Ch. of Eng.	Yorkshire	.	3	.
Challis, S.	North Surrey, Industrial	Annerley	.	2	.
Chalmers, A.	(Student, Glasgow, G.A. Norm.)	-	.	.	3
Chalmers, E. E.	(Student, Glasgow, F.C. Norm.)	-	.	.	2
Chalmers, A.	Rochester, St. Nicholas, Ch. of Eng.	Kent	.	.	3
Chambers, S.	Highgate. St. Michael's, Ch. of Eng.	London	.	3	.
Chandler, E.	Hanover District, Ch. of Eng. St. George's, Hanover Sq.	London	.	3	.
Chapman, M. A.	Walsingham, Ch. of Eng.	Norfolk	.	2	.
Charles, E.	Llandovery, Ch. of Eng.	Caermarthenshire	.	.	1
Cheadle, E. P.	Paddington, St. Mary's, Ch. of Eng.	London	.	3	.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Craig, M.	(Student, Glasgow, G.A.Norm.)		.	.	1
Crampton, M.	Liverpool, St. Bride's, Ch. of Eng.	Lancashire	.	3	.
Crane, S.	Gravesend and Milton Free School, Ch. of Eng.	Kent	.	.	1
Cross, A.	Taunton, B. S.	Somerset	.	.	3
Crossley, E.	(Student, Warrington)		.	.	1
Crowther, H.	Balby, Ch. of Eng.	Doncaster	.	2	.
Cruttenden, C.			.	.	1
Cuckow, F. E.	Boston, West Church, Ch. of Eng.	Lincolnshire	.	2	.
Cuckow, M. A.			1	.	.
Cumming, M. A.	Carmarthen, Lancasterian	Carmarthenshire	.	.	1
Cundick, M. A.	Southwark, St. Jude's, Ch. of Eng.	Surrey	.	.	3
Curtis, E.			3	.	.
Cutbush, C.	Upton-cum-Chalvey, Ch. of Eng	Bucks	3	.	.
Cue, E.			.	.	2
Daffen, E. M.	Gloucester, Bristol, and Oxford Diocesan, Practising	Bristol	.	1	.
Daffen, S.	Ibstone, Ch. of Eng.	Oxford	.	.	1
Dakin, M.	Manchester, Red Bank, St. Thomas', Ch. of Eng.	Lancashire	.	2	.
Dalby, E. M.	Newbury, Wes.	Berks	.	.	1
Dale, E. G.	St. Pancras, Trinity, Ch. of Eng.	London	.	.	3
Dale, P.	Hull, St. Mark's, Ch. of Eng.	Yorkshire	.	.	2
Dale, S.	Weymouth, Ch. of Eng.	Dorset	.	.	1
Dalton, H.	Lewes, Ch. of Eng.	Sussex	.	2	.
Damerell, E.	(Student, Borough Road)		.	2	.
Darke, H.	Heywood, St. Luke's, Ch. of Eng.	Lancashire	.	2	.
Dart, E.	Ilfracombe, Ch. of Eng.	Devonshire	.	.	1
Darwent, E.	Bristol, St. Michael's, Ch. of Eng.	Gloucester	.	.	3
Daveney, F.	Charlton Kings, Ch. of Eng.	Cheltenham	.	3	.
Davidson, A. E.			.	.	1
Davidson, J.	Kilbarchan, Female, Ch. of Scot.	Renfrew	.	1	.
Davidson, J.	(Student, Home and Colonial)		.	.	1
Davies, E.	Acton, Wes. Day School	Middlesex	.	.	3
Davies, E.	Aberdare, Town, Ch. of Eng.	Merthyr Tydvil	.	.	1
Davies, E.	West Derby, Ch. of Eng.	Lancaster	.	3	.
Davies, E. C.	Southwark Chapel, Wes.	Surrey	.	3	.
Davies, E. P.	Melton Mowbray, Infant, Ch. of Eng.	Leicester	.	.	3
Davies, J.	Kirkby, Ch. of Eng.	Lancashire	.	3	.
Davies, K.	Ledbury, Ch. of Eng.	Hereford	.	.	1
Davies, M.	Ellesmere, Ch. of Eng.	Salop	.	.	1
Davies, M.	Leeds, St. James', Ch. of Eng.	York	3	.	.
Davies, M. H.	Limehouse, St. John's, Ch. of Eng.	Middlesex	.	2	.
Davies, M. J.	Kensington, Central, Ch. of Eng.	London	.	.	2
Davis, E.	Salford, Great George Street Ch. of Eng.	Manchester	.	2	.
Davis, E.	Camberwell, Green Coat, Ch. of Eng.	Surrey	.	.	1
Davis, M. A.	Mylor Bridge School, Ch. of Eng.	Cornwall	.	.	1
Davison, M.	Langbaurgh, West Parish S., Ch. of Eng.	Stokesley	.	.	3
Davy, C.	Old Alresford, Juvenile and Infant, Ch. of Eng.	Alresford	.	.	3
Davy, M. A.	Swavesey, Ch. of Eng.	Cambridge	.	.	2
Dawe, M. A.	(Student, Whitelands)		.	.	1
Dawson, A.	(Student, Glasgow, F.C.Norm.)		.	.	2
Dawson, E.	Town Yetholm, Ch. of Scot.	Roxburghshire	.	3	.
Dawson, H.	Islington, St. Peter's, Ch. of Eng.	Middlesex	.	.	3
Day, E.	West Ashton, Ch. of Eng.	Trowbridge	.	.	2
Daymond, L. H.	Maidstone, Model School, Ch. of Eng.	Kent	2	.	.
Deacon, A.	(Student, Cheltenham)		.	.	3
Dear, S. A.	Bradford, Manchester Road, Factory, B.S.	Yorkshire	.	2	.
Denham, C. M.			.	.	3

MISTRES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Erskine, M. A.	Edinburgh, Holy Rood, F. C. S.	Edinburgh	.	2	.
Evans, E.	Liverpool, Naylor Street, St. Bartholomew's, Ch. of Eng.	Lancashire	.	.	3
Evans, S. D.	Soham, Ch. of Eng.	Mildenhall	.	.	3
Everett, A.	(Student, Norwich)	- - -	.	3	.
Evetts, E.	Lichfield, St. Mary's, Ch. of Eng.	Stafford	.	.	3
Ewart, M.	Kingswood, Wes. (Infants)	Bristol	.	3	.
Ewbank, M.	Elland, Ch. of Eng.	Yorkshire	.	2	.
Ewer, C.	York, Model School, Ch. of Eng.	York	.	3	.
Facey, E.	Fairford, Endowed, Ch. of Eng.	Gloucester	.	1	.
Fairchild, S. M.	Scudamore (Infants), Ch. of Eng.	Hereford	.	2	.
Fairweather, M. A.	Drumlithie, St. John's, Epis.	Kincardine	.	.	3
Fallding, H.	Cheltenham, Bath Rd., N.S.	Gloucester	.	.	3
Farley, E.	Pentonville, Hermes Street (Infants), Ch. of Eng.	Middlesex	.	.	1
Farmer, E.	Springfield, Ch. of Eng.	Essex	.	3	.
Farncombe, S.	Brighton, St. John's, Ch. of Eng.	Sussex	.	2	.
Farquharson, E.	Dundee, St. John's, F. C. S.	Forfarshire	.	3	.
Farr, J.	Liverpool, St. Luke's, Ch. of Eng.	Lancaster	.	2	.
Farrell, C.	Towneley, R. C. S.	Burnley	.	.	1
Fatt, S. A.	- - - -	- - -	.	2	.
Faulkner, H.	Great Tew, Endowed Ch. of Eng.	Oxfordshire	.	3	.
Fawcett, M.	Ironville (Infant), Ch. of Eng.	Alfreton	.	.	1
Fea, E.	Gargrave, Ch. of Eng.	Skipton	3	.	.
Fenn, E.	- - - -	- - -	.	.	3
Fenton, E.	Dundee, St. Peter's, F. C. S.	Forfarshire	.	3	.
Ferguson, M.	- - - -	- - -	.	.	3
Fermor, H.	Camden Town (Infants), Ch. of Eng.	Middlesex	.	.	3
Ferraby, E.	Marston Moretaine, Ch. of Eng.	Ampthill	.	.	2
Ferrier, J.	Normanton, Ch. of Eng.	Derby	.	.	3
Fiander, E. J.	Stepney Trinity, Ch. of Eng.	London	.	.	3
Fielden, Z. M.	Wentworth, Ch. of Eng.	Rotherham	.	.	1
Fifield, A.	Hans Town, School of Industry, Ch. of Eng.	Chelsea	.	.	3
Fifield, E. A.	(Student, Salisbury)	- - -	.	.	2
Fifield, M. A. W.	(Student, Borough Road	- - -	.	.	3
Finley, F. E.	(Students, Whitelands)	- - -	.	.	2
Fish, H.	Kensworth, Ch. of Eng.	Dunstable	.	.	2
Fisher, C.	(Student, Brighton)	- - -	.	.	2
Fisher, E.	Portman Square, Ch. of Eng.	Middlesex	.	.	2
Fisher, H. J.	Westminster, National Society's, Practising.	London	.	.	2
Fitzgibbon, M.	Melksham, Ch. of Eng.	Wilts	.	.	2
Flather, S.	Earls Shilton, Ch. of Eng.	Hinckley	.	.	3
Fleming, M.	(Student, Warrington)	- - -	.	.	3
Fletcher, R.	Derby, St. Alkmund's, Ch. of Eng.	Derby	.	.	3
Flick, A.	Leeds, St. Andrew's, Ch. of Eng.	Yorkshire	.	3	.
Foden, A. M.	Pershore, Ch. of Eng.	Worcestershire	.	.	2
Folkes, J.	- - - -	- - -	.	.	3
Folkes, M. E.	Lockwood, Ch. of Eng.	Huddersfield	.	.	2
Forbes, E.	Houghton-le-Spring, St. Michael's, Ch. of Eng.	Fence Houses	.	1	.
Forbes, E. J.	Falkirk, F. C. S.	Stirlingshire	.	.	2
Ford, A. T.	Burton-on-Trent, Ch. Ch., Ch. of Eng.	Stafford	.	.	2
Ford, L. H.	- - - -	- - -	.	1	.
Ford, M.	Salisbury, Model, Ch. of Eng.	Wilts	.	2	.
Forrester, J. C.	Old Rayne, Female, Ch. of Scot.	Aberdeen	.	1	.
Forrester, J. H.	- - - -	- - -	.	.	3
Forster, M.	Neswick, Ch. of Eng.	Driffield	.	.	1
Foster, E.	(Student, Home and Colonial)	- - -	.	.	3
Fothergill, E.	- - - -	- - -	.	.	2
Fowler, E.	- - - -	- - -	.	.	2
Fox, A.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	3

Name of Teacher.	Name of School.	Post Town or County.	Certificate.			Mistress'
			1st Class.	2nd Class.	3rd Class.	
Grant, M.	Kirknewton, Female, Industrial.	Edinburgh	.	.	2	
Gray, E.	Cambridge, B. S.	Cambridge	.	.	3	
Gray, M. A.	(Student, Salisbury)	.	.	3	.	
Gray, S. E.	Halstead (Infants) B. S.	Essex	.	3	.	
Green, A. S.	Bethnal Green, Gascoigne Place, B. S.	London	.	.	2	
Green, E.	Warnham, Ch. of Eng.	Horsham	.	.	1	
Green, E.	Chittoe, Ch. of Eng.	Devizes	.	.	3	
Green, E. J.	Douglas, St. Barnabas, Ch. of Eng.	Isle of Man	.	.	3	
Green, F.	Walton-on-the-Hill, Ch. of Eng.	Lancashire	.	.	2	
Green, I.	Chittoe, Ch. of Eng.	Devizes	.	.	3	
Green, M.	West Bromwich, Summit Foundry, B. S.	Staffordshire	.	.	2	
Green, M. L.	(Student, Whitelands)	.	3	.	.	
Green, S.	Preston, Ch. of Eng.	Weymouth	.	.	1	
Greener, I.	Durham, Blue Coat, Ch. of Eng.	Durham	.	1	.	
Gregory, S. E.	.	.	.	.	2	
Greig, A.	Stoke Damerel, Public, Ch. of Eng.	Devonshire	.	.	2	
Griffin, E.	Wolverhampton, St. Matthew's, Ch. of Eng.	Staffordshire	.	2	.	
Grimby, S. A.	Birmingham, St. Thomas', Ch. of Eng.	Warwickshire	.	3	.	
Grimley, M. A.	.	.	.	.	1	
Grimmond, A.	(Student, Glasgow, F. C. Normal.)	.	.	2	.	
Guest, A.	.	.	.	.	3	
Gunn, E.	Edinburgh, Heriot's Hospital, Infant, High School Yard.	Edinburgh	.	2	.	
Gunn, M.	Jersey, St. James, Ch. of Eng.	Jersey	.	.	2	
Gunning, S.	Wilton, Ch. of Eng.	Wiltshire	.	3	.	
Gunton, M. A.	Thorney Abbey, Duke of Bedford's, Ch. of Eng.	Peterborough	.	.	2	
Gurr, E.	Uckfield, Ch. of Eng.	Sussex	.	.	3	
Gurr, H.	Brighton Model, Ch. of Eng.	Sussex	.	3	.	
Gwilliam, E.	North Audley Street, St. Marks, Ch. of Eng.	London	.	.	3	
Gwillim, M.	Croydon, Ch. of Eng.	Surrey	.	.	1	
Hall, A.	(Student, Warrington)	.	.	.	2	
Hall, R.	.	.	.	.	1	
Hammett, C.	Great Baddow, Ch. of Eng.	Essex	.	.	3	
Hampson, E.	Halton, Ch. of Eng.	Runcorn	.	.	1	
Hampson, M.	(Student, Warrington)	.	.	.	1	
Hanbury, E.	Worsley, (Infants) Ch. of Eng.	Lancashire	.	3	.	
Haunay, M.	Beith, Est. Ch. Female Industrial.	Ayr	.	.	3	
Hanning, M.	South Shields, Trinity, Ch. of Eng.	Durham	.	.	2	
Harbottle, R.	Saffron Walden, B. S.	Essex	.	1	.	
Hardcastle, S. A.	Liverpool, St. Augustine's, Ch. of Eng.	Lancashire	.	.	2	
Harding, C.	(Student, Cheltenham)	.	.	3	.	
Hardman, L.	Manchester, St. Mark's, Ch. of Eng.	Lancaster	.	.	3	
Hardy, E.	Oxford, St. Aldates, Ch. of Eng.	Oxford	.	.	3	
Harle, M.	Harpurhey, Ch. of Eng.	Manchester	.	3	.	
Harlow, A.	Thanet, St. Peter's, Ch. of Eng.	Kent	2	.	.	
Harper, A.	Selby, Grey Coat School, Ch. of Eng.	Yorkshire	.	.	3	
Harrap, M.	Rotherhithe, Deptford Road, Dockhead, Ch. of Eng.	Surrey	.	.	3	
Harris, E. F.	Louth, B. S.	Lincolnshire	.	.	3	
Harris, M.	Runcorn, Holy Trinity, Ch. of Eng.	Cheshire	.	.	1	
Harrison, A.	Shenley, Ch. of Eng.	Barnet	.	.	2	
Harrison, J.	Astbury, Ch. of Eng.	Chester	.	.	3	
Hart, E. F.	Lincoln, Central, ch. of Eng.	Lincoln	.	1	.	
Hartnell, A.	Newington, Trinity, Ch. of Eng.	Surrey	.	.	1	
Hartnup, E.	Islington, St. Michael's, Ch. of of Eng.	London	.	.	2	

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Holmes, E.	Liverpool, St. Mark's, Ch. of Eng.	Lancashire	.	1	.
Holmes, M.	Doncaster, Ch. Ch. (Infants) Ch. of Eng.	York	.	.	1
Honey, E.	Childrey, Wes.	Berkshire	.		3
Honey, M.	(Student, Glasgow, F.C. Norm.)		.	.	1
Hood, A.			.	.	3
Hope, A. P.	(Student, Edinburgh, G. A. Normal).		.	.	2
Horrocks, M.	Home and Colonial, Model, Ch. of Eng.	London	.	.	1
Hoskyn, K.	Holloway, St. John's, Ch. of Eng.	Middlesex	.	.	3
Houseley, A.			.	.	3
Howarth, J.	Droitwich, St. Peter's, Ch. of Eng.	Worcestershire	.	.	1
Howe, E.	Bray, Ch. of Eng.	Maidenhead	.	.	3
Howe, E.	Melton Mowbray, Ch. of Eng.	Leicestershire	.	.	3
Howes, E. E.	Westbromwich, Trinity, Ch. of Eng.	Staffordshire	.	.	1
Howitt, M.	Beckenham, Ch. of Eng.	Bromley	.	3	.
Howlett, H.	Rugby, St. Matthew's, Ch. of Eng.	Warwick	.	.	3
Howse, M, A.	Cheltenham, St. Paul's (Infant) Ch. of Eng.	Gloucestershire	.	3	.
Hoyles, E. H.			.	.	1
Hubbard, E.	York, Walmgate, St. Margaret's Ch. of Eng.	Yorkshire	.	.	2
Hubbard, H.	(Student, Norwich)		.	.	3
Hudson, E.	(Student, Home and Colonial)		.	.	3
Hudson, J.	North Audley St., St. Mark's, Ch. of Eng.	Middlesex	.	.	2
Hughes, A.	Great Yarmouth, St. Nicholas', Ch. of Eng.	Norfolk	.	.	3
Hunt, M. A.	(Student, Home and Colonial)		.	.	2
Hunter, J.			.	.	3
Hunter, M. J.	Croydon, B. S.	Surrey	.	.	1
Hunter, S.	Bacup, Wes.	Lancashire	.	.	2
Hunter, S.	(Student, Salisbury)		.	.	2
Hussey, E. S.	Swansea, B. S.	Glamorganshire	.	.	3
Hutcheon, R.	Largs, Female School of Industry, Ch. of Scot.	Ayrshire	3	.	.
Hutchings, M.	Cheltenham, Training, Ch. of Eng.	Gloucestershire	3	.	.
Hutchinson, F.	(Student, Home and Colonial)		.	3	.
Hutchison, A.	South Shields, St. John's, Sess.	Durham	.	3	.
Hynd, A. W.	Carriden, Ch. of Scot.	Linlithgow	.	2	.
Ibotson, S. A.	Roos, Ch. of Eng.	Hull	.	1	.
Impey, C. E. B.	Pimlico, St. Michael's, Ch. of Eng.	Middlesex	.	.	1
Impey, F.	Derby, Curzon Street, Girls, Ch. of Eng.	Derby	.	2	.
Inglis, A. H.	(Student, Edinburgh, F. C. Normal.)		.	.	2
Inman, A.	Brampton, Ch. of Eng.	Huntingdonshire	.	.	3
Inman, E.	Liverpool, Ch. Ch., Ch. of Eng.	Lancashire	.	3	.
Inman, M. A.	Halifax, Trinity, Ch. of Eng.	Yorkshire	.	.	3
Ireland, M.	Buckley, St. Matthew, Ch. of Eng.	Mold	.	.	2
Irvine, J.	Manchester, Cathedral, Ch. of Eng.	Lancashire	.	.	3
Irwin, G. E.	Romford, Ch. of Eng.	Essex	.	2	.
Ives, S. J.	Manchester, St. Jude's, Ch. of Eng.	Lancaster	.	.	2
Jackson, C. R.			.	.	1
Jackson, M.	Nailstone, Ch. of Eng.	Market Bosworth	.	.	3
Jagger, A.	Huddersfield, Trinity, Ch. of Eng.	Yorkshire	.	.	1
James, C.	Habergham, All Saints', Ch. of Eng.	Burnley	.	2	.
James, E.			.	.	1
James, L.	Hoyle Lake, Ch. of Eng.	Birkenhead	.	.	3
Jarvis, E.	Southampton, St. Mary's, Ch. of Eng.	Hants	.	.	3
Jay, A.			.	.	1

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Kyle, M.	(Student, Glasgow, G. A. Normal).	-	.	3	.
Ladds, C.	Bristol, St. Michael's, (Infants,) Ch. of Eng.	Gloucestershire	.	.	2
Laing, E.	Bradford, New Leeds, Ch. of Eng.	Yorkshire	.	.	1
Lake, J.	Margate, St. John's, Ch. of Eng.	Kent	.	.	1
Lake, S. A.	-	-	.	.	1
Lakin, E.	Hockliffe, Ch. of Eng.	Leighton	.	3	.
Lamb, E.	Dowlais, Sir J. Guest's	Merthyr Tydvil	.	2	.
Lane, A. M.	Ashton, Ch. of Eng.	Heytesbury	.	.	2
Lainson, L.	West Molesey, Ch. of Eng.	Kingston-on-Thames	.	.	3
Lang, I.	Glasgow, Blue Vale, Sess.	Lanark	3	.	.
Langskill, E.	(Student, Edinburgh, F. C. Normal.)	-	.	3	.
Last, J. E.	(Student, Whitelands)	-	.	.	1
Lauder, J. W.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1
Lavendar, J. A.	Evesham, Ch. of Eng.	Worcester	3	.	.
Law, B.	Dunoon, Ch. of Scot.	Argyleshire	.	3	.
Lawler, M. A.	Leeds, St. Peter's, Ch. of Eng.	Yorkshire	.	3	.
Lawrence, E.	-	-	.	.	3
Lawson, J. S.	Newcastle-on-Tyne, Sallyport, (Infants,) B. S.	Northumberland	.	.	3
Lawson, M. S.	Poplar, Regent St., B. S.	Middlesex	.	.	2
Lease, E.	St. Ippolytt's, Ch. of Eng.	Hertfordshire	.	.	2
Ledwith, M. G.	Wolverhampton, St. George, and St. Patrick's, R. C. S.	Staffordshire	3	.	.
Lee, E.	Rushen, Ch. of Eng.	Isle of Man	.	.	3
Lee, E. M.	Rotherhithe, Green S., Ch. of Eng.	Surrey	.	.	3
Lee, L.	Sunderland, Grey, Ch. of Eng.	Durham	.	.	1
Lee, M.	Barnwell Ch. of Eng.	Cambridge	.	.	2
Lee, M.	Worcester, St. John's, Ch. of Eng.	Worcester	.	.	3
Leicester, V.	Rolleston, Juvenile and Infant, Ch. of Eng.	Burton-on-Trent	.	.	2
Leigh, F.	Grange, Ch. of Eng.	Alresford	.	.	1
Lennox, M. A. S.	(Student, Glasgow, G. A. Normal).	-	.	3	.
Lewis, A.	Home and Colonial, Training	Middlesex	3	.	.
Lewis, J.	(Student, Home and Colonial)	-	.	3	.
Lilwall, B. A.	Dowlais, Sir J. Guest's	Merthyr Tydvil	.	.	2
Lindsay, M.	(Student, Glasgow, F.C. Normal.)	-	.	2	.
Livesay, R.	Manchester, Bradford Road, St. Philip's, Ch. of Eng.	Lancashire	.	.	3
Livingston, A.	Craig Mill, F. C. S.	Perthshire	.	3	.
Livingstone, J. J. S.	(Student, Edinburgh, G. A. Normal.)	-	.	2	.
Lloyd, E. A.	Derby Diocesan Training, Ch. of Eng.	Derby	.	3	.
Lockwood, E.	-	-	.	.	3
Lockwood, E.	Edgbaston, Ch. of Eng.	Birmingham	.	.	3
Logan, C.	(Student, Edinburgh, F. C. Normal.)	-	.	.	2
Logan, M.	(Student, Glasgow, F.C. Norm.)	-	.	.	3
Lomas, M. S.	Preston, Ch. Ch., Ch. of Eng.	Lancashire	.	.	1
Long, C.	Forest Row, Ch. of Eng.	Tonbridge Wells	.	3	.
Long, S. C.	Bristol, H. More's, Ch of Eng.	Gloucestershire	3	.	.
Lovegrove, A.	Chelsea, Park Chapel, Ch. of Eng.	Middlesex	.	.	3
Lovelock, H.	(Student, Whitelands)	-	.	.	3
Low, B.	Dundee, Female Sess. School	Dundee	.	1	.
Lowe, M. A.	Craigie, Industrial, Ch. of Scot.	Perth	.	.	2
Lucas, H. M.	Salisbury, Model, Ch. of Eng.	Wiltshire	.	.	3
Luckie, C.	(Student, Glasgow, F.C. Norm.)	-	.	3	.
Luke, C.	Dundee, Hilltown, F. C., Infant.	Forfarshire	.	.	1
Lyne, M.	Leeds, St. George, Ch. of Eng.	Yorkshire	.	.	2
M'Alpine, H.	Haddington, Industrial, Ch. of Scot.	Haddington	.	2	.

MISTRESS

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Marchant, M.	Holborn, Trinity District, Ch. of Eng.	London	.	.	3
Margetts, E.	(Student, Warrington)	- - -	.	1	.
Marks, E.	Bath, St. Saviour's, Ch. of Eng.	Somerset	.	1	.
Marr, P.	Wimbledon, Ch. of Eng.	Surrey	.	.	1
Marshall, E.	Silkstone, Girls, Ch. of Eng.	Barnsley	.	.	1
Marshall, J.	Edge Hill, St. Mary's, Ch. of Eng.	Liverpool	.	.	2
Marshall, M.	Auldearn Innes, F.C.S.	Nairn	.	2	.
Marshall, R.	Leyland, Ch. of Eng.	Lancashire	.	.	3
Martin, D.A.	(Student, Home and Colonial)	- - -	.	.	3
Martin, E.	Mayfield, Ch. of Eng.	Staffordshire	.	3	.
Martin, I.	Leeds, Quarry Hill, St. Mary's, Ch. of Eng.	Yorkshire	.	.	3
Martyn, A.	Kirk German, St. John's, P.S.	Isle of Man	3	.	.
Mason, C.	Chelsea, St. Jude's, Ch. of Eng.	Middlesex	.	.	1
Mason, E. A.	Winchester, St. Michael's, Ch. of Eng.	Hants	.	.	1
Mason, H.	Shirley, Ch. of Eng.	Derby	.	.	2
Mason, M. J.	Paddington, St. John's, Ch. of Eng.	London	.	.	1
Maton, E.	Fordingbridge, Ch. of Eng.	Hants	.	.	3
Matthews, A.	Downton, Ch. of Eng.	Salisbury	.	.	2
Matthews, L. S.	Sheffield, St. Mary's, Ch. of Eng.	Yorkshire	.	.	1
Matthews, S.	Fakenham, Ch. of Eng.	Norfolk	.	1	.
Mattingley, E.	Brighton, St. John's, Mixed, Ch. of Eng.	Sussex	.	.	2
Maxwell, C.	Newbigging, F.C.S.	Musselburgh	.	.	1
Maxwell, J.	(Student, Glasgow, G.A. Normal.)	- - -	.	.	1
Maxwell, S.	Draycott, Ch. of Eng.	Staffordshire	3	.	.
May, E.	(Student, Truro)	- - -	.	.	3
Mayhew, H.	Gainsborough, Ch. of Eng.	Lincolnshire	.	.	2
Mayne, M. A. D.	Salisbury Model	Wiltshire	.	.	2
Meaden, M. A.	- - - -	- - -	.	2	.
Meadows, E.	Quedgley, Ch. of Eng.	Gloucester	.	.	1
Medcalf, M.	Manchester, Cheetham Hill Road, Jews' S.	Lancashire	.	3	.
Medlicott, M.	Halifax, King's Cross, St. Paul's, Ch. of Eng.	Yorkshire	.	.	2
Mehain, E.	Galashiels, R.C.S.	Roxburgshire	.	.	3
Mellor, E. A.	Warrington, Training, Ch. of Eng.	Lancashire	2	.	.
Mellor, M.A.	Rochdale, Wes.	Lancashire	.	.	2
Meyer, S. E.	Rotherham, Wentworth, Ch. of Eng.	Yorkshire	.	.	2
Middleton, A.	Liverpool, St. Barnabas, Ch. of Eng.	Lancashire	.	2	.
Merrick, M. A.	Manchester, St. Barnabas, Ch. of Eng.	Lancaster	.	.	3
Middleton, C.	Salford, Scotch Presbyterian	Manchester	.	.	1
Milbourn B.	Sunderland, Nicholson St., Wes.	Durham	.	1	.
Millar, E. L.	Edinburgh, St. Paul's, Free, (Infant).	Edinburgh	3	.	.
Millard, I. M.	Marston Sicca, Ch. of Eng.	Gloucester	.	.	3
Miller, B. B.	Leith, Mariners, F.C.S.	Edinburgh	.	1	.
Miller, M.	- - - -	- - -	.	.	2
Miller, A. M.	Crowan, Ch. of Eng.	Helstone	.	.	3
Miller, M. F.	Paisley, Miss Stowe's Industrial and Moral Training.	Renfrew	.	.	3
Miller, S.	Northwich, Ch. of Eng.	Cheshire	.	2	.
Milligan, M.	Kilmarnock, Industrial, F.C.S.	Ayr	.	.	1
Millington, M.	Whitelands, Practising (Lower)	Middlesex	3	.	.
Millner, E.	- - - -	- - -	.	2	.
Millward, A.	Stoke-upon-Trent, Ch. of Eng.	Staffordshire	.	.	1
Millward, F.	Kidderminster, St. Mary's, Ch. of Eng.	Worcester	.	2	.
Milnes, E.	Morpeth, St. James', Ch. of Eng.	Northumberland	.	.	2
Minter, M.	Bollington, Ch. of Eng.	Chester	.	.	1
Mitchel, V. M.	(Student, Glasgow, F.C. Normal.)	- - -	.	3	.

MISTRESSES.

of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
I. - -	Tiverton, Bampton. St. B. S.	Devon - - -	.	.	1
E. - -	Liverpool, Moorfields. Old Church, Charity, Ch. of Eng.	Lancashire - -	.	1	.
, E. -	Canterbury, St. Paul's, Ch. of Eng. (Infants).	Kent - - -	.	.	1
E. A. -	- - - -	- - -	.	.	1
, A. - -	(Student, Salisbury) - -	- - -	.	.	1
, A. M. -	Sheffield, Surrey Street, R.C.S.	Yorkshire - -	.	.	2
or, M. S. -	Cheadle St. Wilfrids, R.C.S.	Staffordshire - -	.	.	3
J. - -	Edinburgh, St. Catherine's, R.C.S.	Edinburgh - -	.	2	.
A. - -	Leeds, St. Philip's, Ch. of Eng.	Yorkshire - -	.	.	1
E. M. -	Birmingham and Edgbaston, Industrial.	Warwickshire -	.	.	3
I. - -	Gloucester, St. James, Ch. of Eng.	Gloucestershire -	.	1	.
M. - -	Woolwich, Ch. of Eng. - -	Kent - - -	.	.	3
l, C. - -	East Tytherley, Ch. of Eng. -	Stockbridge - -	.	2	.
on, J. -	Glasgow, St. Paul's, Female School of Industry.	Lanark - - -	.	.	1
on, M. -	Glasgow, G. A. Normal -	Lanark - -	.	.	1
J. - -	- - - -	- - -	.	.	2
M. - -	Westminster, Wes. Training -	Middlesex - -	.	1	.
e, H. M. -	- - - -	- - -	.	.	3
e, M. - -	Isleham, Ch. of Eng. - -	Mildenhall - -	.	.	3
E. M. -	Richmond, St. Elizabeth, R.C.S.	Surrey - -	.	.	3
, H. - -	Lowestoft, Ch. of Eng. - -	Suffolk - - -	.	3	.
l. - - -	(Student, Warrington) - -	- - -	.	1	.
. - - -	Slinfold, Ch. of Eng. - -	Horsham - -	.	.	2
A. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	3
, R. - -	Alnwick, St. John's, R. C. S. -	Northumberland -	.	.	3
. - -	Hornsey, Ch. of Eng. - -	Middlesex - -	.	.	1
M. J. - -	- - - -	- - -	.	.	2
son, S. -	Sheffield, St. George's, Ch. of Eng.	Yorkshire - -	.	.	2
E. - -	West Malling, Ch. of Eng. -	Kent - - -	.	.	2
M. - -	Manchester, St. James', Ch. of Eng.	Lancashire - -	.	.	3
, E. - -	Bristol, Lewin's Mead, B. S. -	Gloucestershire -	.	.	1
, F. - -	Paulton, Ch. of Eng. - -	Somerset - - -	.	3	.
E. - -	Mold, Ch. of Eng. - - -	Flint - - -	.	.	3
L. S. - -	Walkden Moor, Ch. of Eng. -	Manchester - -	.	.	2
M. - -	Everton, St. Chrysostom's Ch. of Eng.	Liverpool - -	.	1	.
s C. - -	Banbury, B.S. - - - -	Oxfordshire - -	.	.	3
s, J. - -	Gordon Square, All Saints', Ch. of Eng.	London - - -	.	2	.
ge, S. -	Derby, St. Paul's, Ch. of Eng.	Derbyshire - -	.	3	.
n, C. W. -	- - - -	- - -	.	3	.
n, J. H. -	Nuneaton, Ch. of Eng. - -	Warwick - - -	.	2	.
J. M. - -	(Student, Edinburgh, G. A. Normal).	- - -	.	.	2
J. E. I. -	Nellfield, Ch. of Scot. - -	Edinburgh - -	.	3	.
L. - -	King's Lynn, St. Margaret's, Ch. of Eng.	Norfolk - - -	.	3	.
H. - -	Eastbourne, Ch. of Eng. - -	Sussex - - -	.	3	.
s, A. - -	- - - -	- - -	.	1	.
H. - -	Westbury-on-Trym, Ch. of Eng.	Bristol - - -	.	.	2
S. - -	Winterborne Stoke, Ch. of Eng.	Wiltshire - -	.	3	.
, C. M. -	Norton Canes, Ch. of Eng. -	Lichfield - - -	.	3	.
?. M. - -	Warrington, B.S. - - -	Lancashire - -	.	.	3
3. M. - -	(Student, Edinburgh, F. C. Normal.)	- - -	.	3	.
1, E. - -	Prestwich, Ch. of Eng. - -	Lancashire - -	.	3	.
1, F. E. -	Loddon, Ch. of Eng. - -	Norfolk - - -	.	.	3
1, M. - -	(Student, York and Ripon) -	- - -	.	2	2
. - - -	- - - -	- - -	.	2	.
rton, C. M. -	Pendleton, St. Thomas', Ch. of Eng.	Lancashire - -	.	.	1
, S. - -	Much Marcle, Ch. of Eng. -	Ledbury - - -	.	.	2
). A. - -	Ticehurst, Ch. of Eng. - -	Sussex - - -	.	2	2
F. L. - -	- - - -	- - -	.	2	.
S -	Redlynch, Ch. of Eng. - -	Wiltshire - -	.	3	.

ıe of Teacher.	Name of School.	Post Town or County.	Certificate. 1st Class.	2nd Class.	3rd Class.
ıards, J.	Truro, Cornwall, Central, Ch. of Eng.	Cornwall	.	2	.
ardson, D. E.	Henley, Ch. of Eng.	Oxfordshire	.	1	.
ardson, J.	Carlisle, Fawcett's, Ch. of Eng.	Cumberland	.	.	1
ardson, P.	Halifax, Parish Ch., Ch. of Eng.	York	.	2	.
ıman, E.	Vauxhall, Price's Candle Factory, Ch. of Eng.	Surrey	.	.	2
lock, L. M.	Whitehill Colliery, Ch. of Scot.	Edinburgh	.	.	3
ey, E.	- - - -	- - -	.	.	3
, H.	(Student, Whitelands)	- - -	.	.	2
ey, E.	Burslem, St. John's, Ch. of Eng.	Staffordshire	.	3	.
fe, M. A.	Ashford, Ch. of Eng.	Kent	.	.	3
rts, A.	Grosvenor Chapel, North Audley Street.	Middlesex	.	1	.
rts, E.	Calne, Ch. of Eng.	Wilts	.	3	.
rts, E.	Standish, Ch. of Eng.	Wigan	.	.	1
rts, E.	Sutton Coldfield, St. Nicholas', R. C. S.	Lincoln	.	.	2
rts, F. L.	Brighton, Spa Street and Egremont Street, Ragged.	Sussex	.	.	2
rts, R. H.	Downton, Ch. of Eng.	Salisbury	.	.	2
rtson, J.	Oswald, Infant and Industrial, Ch. of Scot.	Edinburgh	.	.	1
rtson, J.	Glasgow, Free Milton School	Lanark	.	.	3
rtson, J. M.	(Student, Glasgow, F.C. Norm.)	- - -	.	2	.
rtson, M.	(Student, Glasgow, G.A. Norm.)	- - -	.	.	1
nson, E.	Castleton Moor, B. S.	Lancashire	.	3	.
nson, M. J.	- - - -	- - -	.	.	2
nson, S.	Exeter, Ch. of Eng.	Devonshire	.	.	3
ett, M. A.	Southsea, St. Jude's, Ch. of Eng.	Hants	.	3	.
ers, H.	- - - -	- - -	.	.	3
ie, J.	(Student Edinburgh, G. A. Normal).	- - -	.	.	2
ie, J.	(Student, Glasgow, F.C. Norm.)	- - -	.	.	1
rs, C.	Cobridge, St. Peter's, R. C. S.	Staffordshire	.	.	1
rs, M.	- - - -	- - -	.	.	2
rs, M. A.	- - - -	- - -	.	1	.
rs, S. A.	Northampton, All Saints', Ch. of Eng.	Northampton	3	.	.
J.	Haddenham, B. S.	Ely	.	1	.
M. A.	Largo, Durham, Charity	Fifeshire	.	3	.
M. J.	(Student, Edinburgh, F. C. Normal).	- - -	.	.	3
M.	Musselburgh, Female, Ch. of Sc.	Edinburgh	.	.	1
ley, J.	Whittington, Ch. of Eng.	Kirkby Lonsdale	.	.	2
ney, I.	Thornhaugh, Ch. of Eng.	Wansford	.	2	.
ell, E.	Manchester, Marshall Street, B. S.	Lancashire	.	.	3
erford, A.	Edinburgh, Little Lochend's Close, Ch. of Scot.	Edinburgh	3	.	.
er, E. A.	Warrington, St. Paul and Trinity, Ch. of Eng.	Lancashire	.	3	.
er, M.	Bolton-le-Moors, Trinity, Ch. of Eng.	Lancashire	.	.	3
, S. E.	- - - -	- - -	.	3	.
, F.	King's Somborne, Ch. of Eng.	Stockbridge	.	.	1
on, E. H.	Bloomsbury, St. George the Martyr, Ch. of Eng.	London	.	3	.
, H. F.	Chelsea, St. Saviour's, Ch. of Eng.	Middlesex	3	.	.
, H. S.	(Student, Cheltenham)	- - -	.	.	1
hier, M.	- - - -	- - -	.	.	1
son, M.	York and Ripon, Diocesan Training, Ch. of Eng.	York	3	.	.
lands, A.	Woodside (Female), F.C.S.	Glasgow	.	.	1
C.	- - - -	- - -	.	.	2
M. A.	Poynton (Infants), Ch. of Eng.	Cheste	.	.	2
rs, J.	(Student, Edinburgh, F. C. Normal.)	- - -	.	.	2
leld, A.	Preston, St. Peter's, Ch. of Eng.	Lancashire	.	3	.
leld, J.	Preston, St. Mary's, Ch. of Eng.	Lancashire	.	3	.
efield, M.	Bradford, Stott Hill, Ch. of Eng.	Yorkshire	.	.	3
A.	Bury, Wes., Day S.	Lancashire	.	.	3

MISTRESSES

Name of Teacher.	Name of School.	Post Town or County.	Certificate. 1st Class.	2nd Class.	3rd Class.
Souter, F.	(Student, Whitelands)	-	.	2	.
Southcott, M. A.	Ipswich, St. Clement's, Ch. of Eng.	Suffolk	.	.	1
Sowter, E.	-	-	.	.	3
Speaight, E.	Alverstoke, Ch. of Eng.	Hants	3	.	.
Spedding, A.	Leeds, St. Saviour's, Ch. of Eng.	York	.	.	1
Spencer, A.	Everton, Ch. Ch., Ch. of Eng.	Liverpool	.	.	3
Spiers, J.	Lochgelly, Est. Ch.	Fifeshire	.	.	2
Spink, M.	Ripon Cathedral S.	York	.	2	.
Spreadbury, E.	(Student, Salisbury)	-	.	3	.
Spriggs, E.	Southampton, All Saints', Ch. of Eng.	Hants	.	.	2
Spurgeon, M.	(Student, Borough Road)	-	.	3	.
Stace, M. A.	-	-	.	3	.
Stacey, C.	Plymouth, Charles, Ch. of Eng.	Devon	.	2	.
Staines, E. P.	-	-	.	.	3
Stammer, A.	Brighton, Practising Infant, Ch. of Eng.	Sussex	.	3	.
Stammer, T.	Brighton, Model School, Ch. of Eng.	Sussex	3	.	.
Steddy, E.	(Student, Home and Colonial)	-	.	.	3
Steele, C.	Darlington, B. S.	Durham	.	.	3
Steele, H.	Edinburgh, Pleasance, Territorial.	Edinburgh	.	.	1
Stevens, E.	-	-	.	.	2
Stevens, H.	Halifax, Cross Hill, St. James', Ch. of Eng.	York	.	.	3
Stevenson, R.	(Student, Borough Road)	-	.	.	2
Stewart, J.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1
Stiff, M. J.	Reading, St. Giles', Ch. of Eng.	Berkshire	.	.	3
Stirk, S. M.	Leeds, St. George, Ch. of Eng.	Yorkshire	.	.	2
Stocker, E. M.	Birmingham, St. Philip's, R.C.S.	Warwickshire	.	1	.
Stocker, M.	Tooting, Ch. of Eng.	Surrey	.	.	2
Stocks, L. D.	Kingsbridge, B. S.	Devonshire	.	.	3
Stokes, E.	-	-	.	3	.
Stothard, S. S.	Caermarthen, Model, Ch. of Eng.	Caermarthen	.	1	.
Stowell, R.	-	-	.	1	.
Strachan, A.	Edinburgh, High Church, Sessional.	Edinburgh	.	.	2
Street, E.	Chelmsford, Victoria, Ch. of Eng.	Essex	.	.	2
Street, M.	Chelmsford, Ch. of Eng.	Essex	3	.	.
Stretton, M. A.	-	-	.	.	1
Stripp, E.	Bedminster, Ch. of Eng.	Dorset	.	2	.
Stroud, M.	Stapleford, Ch. of Eng.	Wilton	.	.	3
Struthers, M.	South Shields, St. John's, Sess.	Durham	.	.	1
Strutt, M.	Edensor, Ch. of Eng.	Bakewell	3	.	.
Stuckbury, D.	(Student, Borough Road)	-	.	.	3
Stutter, F.	Cambridge, St. Paul's, Ch. of Eng.	Cambridge	.	.	2
Stychc, S.	Eaton Bishop, Ch. of Eng.	Hereford	.	1	.
Suffolk, H.	Godalming, Ch. of Eng.	Surrey	.	.	3
Sully, J.	Croydon, Archbishop Tennison's.	Surrey	.	.	3
Sunley, S.	-	-	.	.	3
Sunter, R.	Home and Colonial, Model (Infants), Ch. of Eng.	London	2	.	.
Sutherland, E.	-	-	.	3	.
Sutherland, J.	(Student, Edinburgh, F. C. Normal.)	-	.	.	1
Sutherland, M.	(Student, Edinburgh, F. C. Normal.)	-	3	.	.
Sykes, H.	-	-	.	.	1
Tait, E. S.	Ryecroft, B. S.	Ashton-under-Lyne	.	3	.
Tanner, J. E.	King Cross, St. Paul's, Ch. of Eng.	Halifax	.	.	1
Tate, H. L.	St. Helier's, St. Mark's, Ch. of Eng.	Jersey	.	.	3
Taylor, A.	Jarrow, Chemical Company's School, B. S.	Durham	.	.	2

MISTRESSES.

Name of Teacher.	Name of School.	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
Town, A.	Strood, Ch. of Eng.	Rochester	.	.	3
Trayt, T.	Habergham, All Saints', Ch. of Eng.	Burnley	3	.	.
Tregenza, S.	Pool, Ch. of Eng.	Truro	3	.	.
Trinder, E.	Sheepshed, Ch. of Eng.	Leicestershire	2	.	.
Tucker, S.	(Student, Whitelands)		.	.	3
Turner, A.	Hammersmith, St. Peter's, Ch. of Eng.	London	.	3	.
Turner, L.	Swindon (Infants), Ch. of Eng.	Wiltshire	.	.	3
Turner, R. A.	Clifton, Ch. of Eng.	Bristol	.	2	.
Turner, S.	Toxteth, St. James', Ch. of Eng.	Liverpool	.	.	3
Turner, S.	Stapleford, Ch. of Eng.	Nottingham	.	3	.
Tutin, C. J.	Penrith, Ch. of Eng.	Cumberland	.	3	.
Twinch, S.	Greenwich, Trinity, Ch. of Eng.	Kent	.	.	3
Twisden, C.	St. Martin's-in-the-Fields, Northern District, Ch. of Eng.	Middlesex	.	2	.
Tyas, A.	Grimstone, Lady Londesborough, Ch. of Eng.	Yorkshire	.	.	2
Tyldsley, M.	Bolton-le-Moors, Emanuel, Ch. of Eng.	Lancashire	.	2	.
Ullyett, M. A.	Datchet, Ch. of Eng.	Slough	.	.	2
Underwood, A.	Northampton, All Saints', Ch. of Eng.	Northampton	.	1	.
Usher, J.			.	.	2
Utber, D. E.			.	.	1
Vallance, G. A. C.	Bridge of Earn, F. C. S.	Perthshire	.	3	.
Vary, M.	(Student, Glasgow, G.A. Norm.)		.	.	2
Veal, E. B.	Tonbridge Wells, Parochial S.	Kent	.	.	1
Veal, E. E.	Great Chesterford, Ch. of Eng.	Saffron Walden	.	.	3
Verral, C.	Stowe (Infants), Ch. of Eng.	Lichfield	.	.	3
Vick, M.	Alton, Ch. of Eng.	Hants	.	.	3
Vincent, R.	Maddington, Ch. of Eng.	Devizes	.	.	3
Virgo, E.	Tiverton Elmore, B. S.	Devon	.	.	1
Vivian, S.	Bath, Lyncombe, St. Mark's (Infants), Ch. of Eng.	Somerset	.	.	2
Waddell, I. B.	Carlisle, B. S.	Cumberland	.	.	1
Waddie, L.	Liverpool, Toxteth, B. S.	Lancaster	.	.	2
Wade, F. M.	Salford, Ch. Ch., Ch. of Eng.	Manchester	.	.	1
Wade, M. A.	St. John's Wood, St. John's, Ch. of Eng.	London	.	1	.
Wade, M. A.	Salford, Ch. Ch. (Infants), Ch. of Eng.	Manchester	.	.	1
Wade, S.	Limehouse, St. Ann's, Ch. of Eng.	London	.	3	.
Waite, E.	Merthyr Tydfil, St. David's, Ch. of Eng.	Glamorgan	.	3	.
Wales, M. J.	Ewell, Ch. of Eng.	Surrey	.	3	.
Walker, A.	(Student, Edinburgh, F. C. Normal.)		.	.	3
Walker, A. R.	Bentley, Ch. of Eng.	Hampshire	.	.	3
Walker, M.	Drybridge, Subscription, Ch. of Scot.	Ayrshire	.	1	.
Wallace, E.	(Student, Glasgow, F. C. Normal.)		.	.	2
Walsh, E.	Manchester, St. John's, Ch. of Eng.	Lancashire	.	.	3
Wannop, J.	(Student, Westminster, Wes.)		.	.	3
Ward, M. M.	Chewstoke (Free), Ch. of Eng.	Bristol	.	.	1
Warming, L. S.	Huntingdon, Girls, Ch. of Eng.	Huntingdon	.	.	3
Warner, A.	Stalbridge, Ch. of Eng.	Shaftesbury	.	.	3
Warriner, A.	Sigglesthorne, Ch. of Eng.	Hull	.	.	1
Warrington, M. L.	Southwell, Ch. of Eng.	Notts	.	1	.
Warry, M.	Minchinhampton, Ch. of Eng.	Gloucestershire	.	.	2
Watson, A. S.	Borough Road, Training	Surrey	.	2	.
Watson, E.	Mansfield Woodhouse, Wes.	Nottinghamshire	.	.	1
Watson, E.	Dursley, Ch. of Eng.	Gloucester	.	3	.
Watson, P.	(Student, Glasgow, F. C. Normal.)		.	3	.
Watson, H.	(Student, Bishop Stortford)		.	.	3
Watson, I.			.	.	2
Watson, I.	Renton, Public S.	Dumbartonshire	.	3	.
Watson, J.	Maesteg, B. S.	Glamorganshire	.	.	3
Watson, M. H.	(Student, Whitelands)		.	3	.

MISTRESSES.

of Teacher.	Name of School,	Post Town or County.	Certificate.		
			1st Class.	2nd Class.	3rd Class.
ms, R.	Ipswich, Trinity, Ch. of Eng.	Suffolk	.	3	.
ms, S.	Bromley, St. Leonards, Ch. of Eng.	Middlesex	.	.	3
mson, E.	-	-	.	.	2
mson, M.	(Student, Warrington)	-	.	.	3
n, H. A.	Walsall, St. Matthew's, Blue-coat, Ch. of Eng.	Stafford	.	.	2
t, H.	-	-	.	1	.
t, M. A.	-	-	.	.	1
r, M. A.	Cookham Dean, Ch. of Eng.	Maidenhead	.	.	3
n, C. B.	-	-	.	.	1
n, E.	Northampton, St. Katherine's, Ch. of Eng.	Northampton	.	3	.
n, E.	Heath, Parochial	Yorkshire	.	.	2
n, E.	(Student, Edinburgh, G. A. Normal.)	-	.	.	1
n, M.	Pontefract, Ch. of Eng.	Yorkshire	.	.	3
n, M.	Monikie (Female), F. C. S.	Forfar	.	3	.
n, J. A.	West Linton, Epis.	Peebles	.	1	.
n, M.	(Student, Glasgow, F. C. Normal.)	-	.	2	.
n, C. D.	(Student, Glasgow, G. A. Normal.)	-	.	.	3
anley, S.	Preston, St. Paul's, Ch. of Eng.	Lancashire	.	.	1
r, R. H.	Douglas, St. George's, Ch. of Eng.	Isle of Man	.	.	2
rle, H.	Ipswich, St. Peter's, Ch. of Eng.	Suffolk	.	.	3
, A.	Shelton, Ch. of Eng.	Newcastle-under-Lyne.	.	.	1
, H.	Kingswinford, St. Mary's, Ch. of Eng.	Staffordshire	.	.	2
, J.	Wolverhampton, St. Paul's, (Infant), Ch. of Eng.	Stafford	.	.	3
ward, J.	Brighton, St. Nicholas, Ch. of Eng.	Sussex	.	.	1
ord, E.	Weston-super-Mare, Mrs. White's, B.S.	Somerset	.	.	1
ey, M. A.	-	-	.	.	3
en, J.	-	-	.	.	2
l, E.	Warrington, P.S.	Warrington	.	.	3
ch, E.	Stepney, St. Thomas', Ch. of Eng.	Middlesex	3	.	.
t, C.	-	-	.	.	3
t, F.	-	-	.	.	2
t, F. H.	-	-	.	.	3
t, H.	(Student, Cheltenham)	-	.	.	1
t, M.	Flockhouse, F. C. S.	Fifeshire	.	.	1
t, H.	(Student, Salisbury)	-	.	2	.
e, S. A.	(Student, Whitelands)	-	.	.	3
, C.	(Student, Glasgow, F. C. Normal.)	-	.	1	.
A.	Lambeth Chapel, Wes.	Surrey	.	.	2
g, C.	Hatfield, Ch. of Eng.	Hereford	.	.	2
g, E.	Renfrew, Old Burgh (Female), Ch. of Scot.	Renfrewshire	.	.	1
g, M.	(Student, Edinburgh, F. C. Normal.)	-	.	.	2
g, M. M.	Forest Gate, Ch. of Eng.	Essex	.	.	2
ger, J.	Habergham, All Saints' (Infants), Ch. of Eng.	Lancashire	.	3	.
gson, E.	(Student, Edinburgh, G. A. Normal.)	-	.	.	3

Students of the First Year.

FIRST CLASS.
Dawe, Charles J. Sherwill.

SECOND CLASS.
Barber, Joseph Hutchinson.
Lee, Robert.
Williams, Robert Alfred.

THIRD CLASS.
Allen, James.
Atkins, Edward.
Covill, Henry.
Crennell, John.
Dewdney, George.
Dunstone, William.
Goodwin, William Henry.
Gewstry, Charles.
Hodgkinson, James.
Holloway, Arthur Dickson.
Knighin, Robert Joseph.
Mortimer, Charles.
Nicholls, John.
Niness, John.
Rapson, Edward.
Smith, James.
Veness, Thomas Robert.
White, Edward Colston.
Worthington, John J. C.

Chester.

(DIOCESAN.)

Students of the Second Year.

FIRST CLASS.
Brooks, Samuel Newton.
Meaden, Henry.
Stockton, William.

SECOND CLASS.
Clement, Leonard. (D)

THIRD CLASS.
None.

Students of the First Year

FIRST CLASS.
Birkenhead, Ed. Hesketh.
Jolly, George.

SECOND CLASS.
Burchell, Samuel Henry.
Fernley, Jesse.
Jubb, Samuel.
Mainwaring, William.
Shawcross, William.
Smalley, Joseph.

THIRD CLASS.
Bennett, William.
Booth, Ralph.
Coupland, James.
Diggle, John.
Gaskell, Richard.
Gregson, James.
Lord, William.
Norris, Henry.

Chichester.

(DIOCESAN.)

Students of the Second Year.

SECOND CLASS.
Allen, Cornelius.
Moore, James.

THIRD CLASS.
Knight, Henry.

Students of the First Year.

SECOND CLASS.
Francis, James.

THIRD CLASS.
Allen, Ebenezer.
Ginn, Henry Philip.
Isted, John.
Kingswood, Wm. Batchelor.
Putman, John.

Culham.

(OXFORD DIOCESAN.)

Students of the Second Year.

SECOND CLASS.
Barfoot, Edmund.
Filbee, John Francis.
Hughes, John Thomas.
Woods, Richard.

THIRD CLASS.
Agar, Robert.
Beal, William Earl.
Cain, John.
Hambling, Silas.
Hedges, Richard.
Hunter, Thomas.
Jackson, Robert.
King, Alfred.
Lowrison, John.
Moorhouse, John.
Moss, William Henry.

Students of the First Year.

FIRST CLASS.
Lewis, John.

SECOND CLASS.
Franklin, Henry.
Gwinn, George.
Haddon, Samuel James.
Sealey, John Lawrence.

THIRD CLASS.
Atkinson, Joseph Batley.
Bendall, Joel John.
Betts, Thomas.
Clague, Frederick.
Cooper, Alfred.
Corrin, James.
Crees, James Stephen.
Johnson, William.
Jones, Pryce Llewellyn.
Kay, Henry.
Mullany, John.
Owen, Elias.
Pickard, William Jesse.
Reeves, Henry.
Smith, Samson Banadell.
Wormald, Joseph.
Wren, Thomas.

Durham.

(DIOCESAN.)

Students of the Second Year.

FIRST CLASS.
Archbold, Thomas.
Mitcheson, William.

SECOND CLASS.
Coulson, John.
Watson John.

THIRD CLASS.
Gilhespy, William.
Vasey, John.

Students of the First Year.

FIRST CLASS.
Hopper, Thomas.
Lawson, Joseph.

SECOND CLASS.
Holliday, William.
Wybergh, Richard.

THIRD CLASS.
Amos, Andrew.
Banning, John.
Best, Andrew.
Garner, Christopher.
Geldeard, George.
Highton, Edward.
McWhan, George.
Noble, William.
Southerton, Robert.
Watson, George Carr.

Exeter.

(DIOCESAN.)

Students of Second Year.

FIRST CLASS.
Keenor, James.
Merrifield, John.

SECOND CLASS.
Arscott, Edmund.
Dryer, Benjamin.

THIRD CLASS.
Stacey, Edmund James.

Students of the First Year.

FIRST CLASS.
Lansdale, Henry.
Mackenzie, James.

SECOND CLASS.
Davey, William Thomas.
Gregory, James.
Hallett, Ebenezer.
Hellyer, James.
Morgan, William.

THIRD CLASS.
Boundy, Samuel.
Callaway, William Richard.
Carpenter, John.
Davies, Thomas.
Fleming, John.
Newman, William Beckway.
Sheward, Thomas.
Shopland, Samuel Baker.
Taylor, Thomas.

Kneller Hall.

Students of Second Year.

FIRST CLASS.
Bennett, John.
Pears, Edwin.
Rieley, Alexander Edwin.
Roberts, George.

SECOND CLASS.
Johnson, Edwin.
Lambe, William George.
Maynard, John Charles.

THIRD CLASS.
Chambers, Thomas.
Holmes, David.
Johnson, James.

Students of the First Year.

FIRST CLASS.
Gover, Charles Edward.
Maxlow, Thomas.

SECOND CLASS.
Cretney, Thomas.
McCoy, Robert.
Pope, Michael.

THIRD CLASS.
Baker, Thomas.
Bugg, George.
Cameron, Duncan.
Holmes, Thomas.
Jones, John Sanders.
Paton, John.
Ricks, Charles.
Smith, David.
Stanton, Joseph.
Vidler, Henry.

mma.
Hannah.
lina.
Mary.
THIRD CLASS.
ary Anne.
, Fanny.
y, Eliza Anne.
ary Margaret.
Mary Ann.
Martha Anne.
Anne.

and Colonial.

ts of the First Year.
FIRST CLASS.
Mary Anne.
an, Ellen.
l, Isabella.
lary.
Eliza.
Sarah.
SECOND CLASS.
e, Ellen Jane.
, Eliza.
, Selina.
Sarah.
, Hannah.
ll, Margaret Jane.
rah.
lary.
rah.
Sarah Elizabeth.
ry Anne.
, Ruth.
Rebecca Julia.
Annie Davies.
on, Eliz. Hannah P.
w, Grace.
, Jane Helen.
Sarah Anne.
Fanny.
an, Mary Ann.
, Elizabeth.
, Emma.
nn.
Maria Elizabeth.
Anne.
Mary.
ite, Mary Ann.
Priscilla.
Elizabeth.
fary Ann.
HIRD CLASS.
Mary Ann.
lizabeth.
largaret Tegweld.
Hannah Maria.
, Fanny.
Jane.
, Eliza.
lizabeth.
Elizabeth.
, Caroline.
Mary Elizabeth.
Sarah.
Jane.
Emma.

Norwich.

DIOCESAN.)
ts of Second Year.
IRST CLASS.
illis.
Anne.
s of the First Year.
IRST CLASS.
, Julict Peebles.
Miriam.
arlotte Ann.

SECOND CLASS.
Nash, Eleanor.
Searle, Emily Elizabeth.
THIRD CLASS.
Bond, Anne Strong.
Solomon, Mary Ann.

Salisbury.

(DIOCESAN.)
Students of Second Year.
FIRST CLASS.
Coombs, Ellen Sarah.
Smith, Rebecca Jane.
Spreadbury, Eliz. Strong.
Wyatt, Harriet.
SECOND CLASS.
Gray, Mary Anne.
Hunter, Sarah.
THIRD CLASS.
Cane, Elizabeth.
Goddard, Sarah Elizabeth.
Meaden, Elizabeth.

Students of the First Year.
FIRST CLASS.
Stockwell, Jane.
Withers, Sarah.
SECOND CLASS.
Cook, Martha.
Ford, Amelia.
Jackson, Catherine Sarah.
Lawes, Louisa.
Musprett, Sarah Ann.
Norgate, Frances.
Stevens, Eliza.
Stevens, Jane.
Stevens, Mary Ann.
Wells, Mary Anne.
White, Sarah.
THIRD CLASS.
Adams, Louisa Elizabeth.
Eudey, Caroline.
Gwynne, Alice.
Lloyd, Mary Anne.
Lush, Edith Selina.
Macey, Mary Anne.
Neale, Susan Anne.
Neppred, Elizabeth Mary.
Parsons, Ann Beachim.
Viney, Ellen.

Warrington.

(CHESTER DIOCESAN.)
Students of Second Year.
FIRST CLASS.
Bond, Margaret.
Cooper, Alice.
Singleton, Janet.
Webster, Alice.
SECOND CLASS.
Ashworth, Ann.
Chippindale, Alice.
Dickinson, Isabella.
Hilton, Mary.
Proctor, Anne.
Urmson, Betsey.
THIRD CLASS.
Alexander, Elizabeth.
Brown, Margaret.
Burnett, Anne.
Crossley, Ellen.
Fairhurst, Anne.

Students of the First Year.
FIRST CLASS.
Ashton, Jane.
Mellor, Mary Ellen.
Reynolds, Sarah.
Southern, Jane.
Taylor, Alice Jane.

SECOND CLASS.
Chilvens, Marianne E.
Glaister, Mary Ann.
Reade, Mary.
Richardson, Elizabeth.
Smith, Elizabeth.
Thornton, Mary.
Whitham, Betsey.
THIRD CLASS.
Arnett, Wilhelmina.
Atherton, Ann.
Fletcher, Jane.
Gilchrist, Margaret.
Howard, Elizabeth.
Jamieson, Sarah Ann.
Lucas, Helen.
Slater, Caroline.

Whitelands.

(NATIONAL SOCIETY'S.)
Students of the Second Year.
FIRST CLASS.
Allen, Susan.
Barrett, Mary.
Berry, Elizabeth, jun.
Bettam, Hannah.
Burr, Ann Elizabeth.
Burton, Jane.
Clarke, Annie Eleanor.
Clarke, Mary Ann.
Coleman, Emma.
Coldham, Anna Maria.
Dawe, Mary Ann.
Dingley, Harriet.
Fielden, Zillah Matilda.
Green, Margaret Letitia.
Herbert, Mary Anne.
Holyoak, Elizabeth Gee.
Jenkinson, Catherine.
Killick, Alice.
Nettleton, Ruth Hannah.
Peach, Harriett.
Rees, Elizabeth.
Riley, Harriett.
Souter, Frances.
Taylor, Esther.
SECOND CLASS.
Avis, Hannah.
Bateman, Jemima.
Davies, Eliza.
Glover, Catherine.
Goostry, Margaret.
Spriggs, Elizabeth.
Thompson, Sarah Anne.
Warming, Louisa Sophia.
THIRD CLASS.
Driver, Sarah.
Last, Jane Eliza.
Parks, Elizabeth.

Students of the First Year.
FIRST CLASS.
Ancutt, Caroline.
Berry, Elizabeth, sen.
Burton, Mary Ann.
Dudley, Elizabeth Ann.
Skyrme, Jane.
SECOND CLASS.
Barton, Margaret.
Black, Mary Ann.
Bowen, Hannah.
Bullock, Emma.
Caldwell, Elizabeth.
Carter, Ann.
Cooper, Elizabeth Gardiner.
Fox, Sarah.
Galton, Elizabeth.
Hillier, Jane.
Hooper, Mary Ann.

Marshall, George.
Metcalf, John.
Millington, William.
Parkinson, Thomas.
Preston, William.
Robinson, Richard.
Rollinson, George.
Seddon, Reuben.
Spicer, Joseph.
Whitfield, George.

(FEMALES.)
Students of the Second Year.

SECOND CLASS.

Lawler, Mary Ann.
Pearson, Mary.

Students of the First Year

FIRST CLASS.

Barrett, Harriet.
Lawson, Jane.

SECOND CLASS.

Hardcastle, Elizabeth.
Lawton, Emma.
Smith, Catherine.

THIRD CLASS.

Bayliss, Ann.
Carrie, Agnes.
Gibson, Elizabeth.
Harker, Ellen.

IV. ELEMENTARY SCHOOLS.

SCHOOLMASTERS.

A.—Teachers above 35 years of age.

THIRD CLASS.

Allen, James - Sheffield Trinity N. S.
Allen, William - Acton N. S. (Nantwich).
Apperson, John - Wimbledon N. S.
Bocking, George - Hartfield N. S. (Tonbridge Wells).
Brine, James - Cranfield S. (Newport Pagnel).
Cowley, William - Peel Christians N. S. (Isle of Man).
Davis, William Henry - Eccles, Broom House Lane S.
Deane, John - Dilwyn N. S. (Leominster).
Fox, Thomas - Hales Owen N. S. (Birmingham).
Hardman, James - Manchester, Bradford Rd. St. Philip's S.
Hornsby, Thos. Walker - Denby Grange S. (Wakefield).
Jones, William - Huntingdon, Walden's S.
Lloyd, Richard - Sherborne N. S.
Needham, George - Broadwinsor N. S.
Pearson, William - Pendlebury, St. John's N. S.
Rimer, James - Bitterne, Boys' S. (Southampton).
Sheppard, Jas. Wilkins - Rockwell Green S. (Wellington).
Wyver, William - Warwick, Borough N. S.

B.—Teachers under 35 years of age.

SECOND CLASS.

Golling, William - Long Bennington N. S.
Hands, Henry - Keswick, St. John's N.S. (Cumberland).
Platten, Philip - West Ashton N. S.
Pullin, Edward Wm. - Bengeworth N. S. (Evesham).

THIRD CLASS.

Austin, Thomas - Castle Hill N. S.
Bald, Robert - Kirkpatrick N. S. (Isle of Man).
Bedwell, Charles - Smallwood N. S. (Sandbach).
Bourne, John - New Hedges S. (Tenby).
Bowmaker, Charles - Bournemouth S. (Poole).
Brooks, James - Tunstall N. S. (Stafford).
Brown, John Daniel - Tor S. (Torquay).
Campkin, James - New Wortley N. S. (Leeds).
Cooke, Samuel - Davenham S. (Northwich).
Dalby, Thomas - New Romney N. S.
Derrick, Alfred - Carn, Thomas, S. (St. Mary's, Scilly).
Ellis, William Maxwell - Witney N. S.
Fletcher, Robert - Broughton, St. John's S.
Ford, William - Salford, St. Bartholomew's S.
Foster, Thomas - Charing N. S.
Francis, Thomas - Fishguard N. S.
Graham, John - Calne Middle S.
Graves, Henry Benjamin - Great Baddow N. S. (Chelmsford).
Gray, Charles - Hanover Square, St. George's S.
Grayston, Charles - Fairford Endowed S.
Greenacre, Benjamin - Sudbury, All Saints S.
Griffith, John William - Llansantffraid-Glan-Conway N. S.
Hale, Henry - Stoke Climsland N. S.
Hedgelong, Charles - Walmer and Ringwould N. S.
Hewitt, William - Charterhouse, St. Thomas' S.
Hicks, Robert - Hertingfordbury Endowed S.
Hill, Henry - Wraxall N. S. (Bristol).
Horsman, Thomas - Chelsea, St. Luke's P. S.
Howell, George - Dane Bridge S. (Northwich).
Hughes, Edward - Milford Haven Endowed S.
Humphreys, Hugh - Worfield S. (Bridgnorth).

SECOND CLASS.

Allwood, Catherine	Penkridge S.
Baker, Emma	Clapham, St. James' S.
Benham, Jane Ann	Goring P. S. (Reading).
Bird, Harriet	Folkestone, St. Mary's N. S.
Caldwell, Mary Anne	Westminster, St. Stephen's N.S.
Clements, Elizabeth	Pimlico, St. Barnabas N.S.
Clouter, Emma	Hanover Square, St. George's N.S.
Cooper, Harriette	Skirbeck N. S.
Golf, Martha	Ipswich, St. Margaret's N.S.
Green, Sarah Anne	Malmesbury, Juvenile and Infant School.
Hillier, Mary	Mortlake S. (Richmond).
Holt, Eliza	Madeley Endowded S.
Husband, Mary Ann	Whittlesea S.
King, Elizabeth Henzell	Pimlico, St. Peter's N.S.
Lukes, Martha	Menheniot N. S. (Liskeard).
Sissling, Sibyl Anne	Keighley N.S.
Taylor, Elizabeth	Ingrow, St. John's S.
Todd, Amelia Priscilla	Bristol, St. Augustine's Infant S.
Tye, Jane Adeline	Norton-in-the-Moors S. (Newcastle).

THIRD CLASS.

Abernethy, Mary	Bristol, St. Matthew's S.
Asslin, Elizabeth	Shepton Mallett S. (West Pennard).
Atkinson, Letitia	Nether Compton S. (Sherborne).
Backhouse, Jane	Hull, Christ Church S.
Bough, Emily	Sudbury, British Infant S.
Bromley, Anne	Birkenhead, St. John's N. S.
Brough, Elizabeth	Reepham, St. Mary's N. S.
Brown, Sarah Jane	Liverpool, St. Jude's S.
Buchanan, Anne	Bridstow, N. S. (Ross).
Burmingham, Mary Ann	Cholderton S.
Carter, Emma	Hythe Infant S.
Christian, Sarah	Bridgewater Northgate N.S.
Clarke, Diana	Ringwood S.
Downing, Mary	Guildford, St. Nicholas' S.
Farley, Emma Ann	West Bromwich, All Saints S.
Fry, Frances	Chalford N. S. (Stroud).
Gaston, Rebecca	Tarporley N. S.
Gardner, Alice	Kirkstall S. (Leeds).
Greenacre, Emma	Sudbury, All Saints' S.
Handover, Marianne	St. Mary Church N. S.
Hart, Jane	St. Helier's N. S. (Jersey).
Hudson, Eliz. Tomasina	Bradford, St. Jude's N. S.
Howarth, Eleanor	Manchester, St. Ann's S.
Jeffery, Ann Sarah	London, Chapel St. Domestic Mission Infant S.
Jones, Love	Deptford, St. Andrew's S. (Bishopwearmouth).
Kiddell, Hannah Hart	Bramley S. (Guildford).
Kurr, Jane Anne	Gorleston and Southtown N.S. (Yarmouth).
Lees, Martha Guest	Hulme, St. George's S. (Manchester).
Louth, Mahala	Attercliff, N.S.
Norris, Maria Oatridge	Halifax, Holy Trinity S.
Nugent, Eliza. Redgewell	Canterbury, St. George the Martyr S.
Owens, Amelia	Eccleston S. (Chester).
Powell, Anne	Wighill S. (Tadcaster).
Pugh, Maria Louisa	Cheltenham, Christ Church N.S.
Ramsden, Emma Lavinia	Thornes N.S. (Leeds).
Randerson, Emma	Bury St. Edmunds, St. Mary's Infant S.
Rodwell, Anne	Wortwell, N.S. (Harlestown).
Ross, Mary Anne	Thames Ditton Infant S.
Rowley, Mary	Bishop's Auckland Industrial S.
Sharpe, Annie	Newhaven N. S.
Steel, Eliza	Painswick S. (Gloucester).
Summers, Anne	Hucclecote N.S. (Gloucester).
Wallington, Esther Lucy	Henfield Infant S. (Sussex).
Williamson, Harriet	Burnley, St. Peter's N.S.
Wooler, Hannah	Comberton S. (Caxton).
Worboys, Sophy	Hockliffe S. (Beds).

C.—Teachers (previously certificated) who have passed in the papers of the second year.

FIRST CLASS.

Carr, Alice	York, Micklegate, Girls' S.

SECOND CLASS.

Lloyd, Elizabeth Ann	Derby Training School.

B.—Teachers under 35 years of age.

SECOND CLASS.

Curtis, James	Leicester, Hill Street B.S.
Merriman, Henry John	Alwalton, Earl Fitzwilliam's S. (Peterborough).
Orrin, James	Mumbles B.S.
Pegler, George	Earith S. (St. Ives, Hunts)
Roberts, Colin	Somers Town B.S.
Saunders, John	Braintree Public S.
Tomkins, Daniel	Great Yarmouth B.S.
Watson, Thomas	High Green Wes. S. (Sheffield).

THIRD CLASS.

Bancroft, Reuben	Kingswood Wes. S. (Bristol).
Beavan, Thomas	Whitchurch Wes. S. (Aylesbury).
Birkett, Christopher	Burton-on-Irwell Wes. S. (Manchester).
Brooks, Thomas	Witney, Wes. S.
Brown, Andrew	Ancoats, Chalmers S., (Manchester).
Clifford, George	Trowbridge B.S.
Coates, William	York, Albion Street Wes. S.
Dent, Matthew B. E.	Abingdon B.S.
Emery, George	Llynn Iron Works S. (Bridgend).
Fisher, Edward	Folkestone B.S.
Gortley, Thomas	Berkeley S. (Gloucestershire).
Gubb, Edwin John	Benson, B.S. (Wallingford).
Hillier, Joseph	Cemmes B.S. (Machynlleth).
Kerr, William Brown	Kendal, Wes. S.
Long, Harry Alfred	Cambridge B.S.
Mackereth, Thomas	Salford, New Jerusalem, S.
Morris, Benjamin	Nantwich Wes. S.
Neat, George	Melksham B.S.
Parsons, William	Lynn B.S.
Plested, Ingram	Stroud B.S.
Prouse, Charles, jun.	St. Peter's Port B.S. (Guernsey).
Rattray, James Wilkin	Charlesworth B.S. (Glossop).
Reynard, Thos. Jackson	Silsden Wes. S. (Keighley).
Russell, William Roberts	Taunton B.S.
Sanders, William	Cardiff Wes. S.
Smith, Edward Job	Tortworth S., (Wotton-under-Edge).
Steel, Robert	Eagley Mills B. S. (Great Bolton).
Woolley, Levi	Dunster Wes. S.
Young, Wm. Saunders	Spitalfields, Wood Street S.

C.—Teachers (previously certificated) who have passed in the papers of the second year.

FIRST CLASS.

Mansford, Charles	Wesleyan Training School, Westminster.

THIRD CLASS.

Clemons, John N.	Epping B.S.

III. SCHOOLMISTRESSES.

A.—Teachers above 35 years of age.

SECOND CLASS.

Starling, Mary Ann Coleman	Norwich, Octagon Chapel S.

THIRD CLASS.

Bullen, Ellen	Spitalfields, Wood Street S.
Sibson, Catherine	Vauxhall Walk S.

B.—Teachers under 35 years of age.

SECOND CLASS.

Kingdon, Sarah Annie	Bedminster, B.S.
Plant, Sarah Anne	Leicester, Hill Street B.S.

CALENDAR OF REGISTERED TEACHERS,

(Completed to the 1st of January 1855.)

I.—Teachers, of 35 years of age and upwards, registered for Capitation Grants under the Minute of 2 April 1853.

Masters of Schools connected with the Church of England.

Names.	School.	Date of Registration.
Bald, Robert	Kirkpatrick, Isle of Man, N.S.	Easter, 1854.
Cordwell, John	Walsall Wood, N.S.	,,
Danson, Robert	Ingleton, N.S.	,,
Davies, Timothy J.	Llantrissant, N.S.	,,
Deane, John	Dilwyn, N.S.	,,
Fleming, John	Lyncombe and Widcombe, N.S.	,,
Hawkins, John	Bristol, St. James', Infant S.	,,
Hellier, Samuel	Lyncombe, St. Mark's, N.S.	,,
Holloway, Stephen	Truro, St. Mary's	,,
Karran, Thomas William	Kirk Marown, P.S.	,,
Litchfield, William James	Brampton Bryan, Church S.	,,
M'Rae, Robert George	Bethnal Green, St. Thomas, N.S.	,,
Mannering, George	Woodchurch, N.S.	,,
Moorhouse, Samuel	Musbury, N.S.	,,
Newton, John James	Eastover, St. John's, N.S. (Bridgwater)	,,
Pearce, Robert	Duchess of Kent's S. (Llanedwin near Bangor)	,,
Plumridge, Henry	Hursley, N.S. (Winchester)	,,
Roberts, Samuel	Walsall, St. Peter's, N.S.	,,
Rodgers, Charles	Nether Poppleton, N.S.	,,
Turnbull, Thomas	Withington, St. Paul's, N.S.	,,
Webster, Henry S.	Castle Cary and Almsford, N.S.	,,
Wright, William Henry	Aveley, N.S.	,,

Masters of Schools NOT connected with the Church of England.

Badcock, Henry Charles	Lyme Regis, B.S.	Easter, 1854.

Mistresses of Schools connected with the Church of England.

Baldwin, Jane Blatherwick	Lea Marston, Ch. of Eng.	Easter, 1854.
Brierley, Clara	Fleetwood, Testimonial S. (Preston)	,,
Brown, Mary Frederica	Southfleet, N.S.	,,
Elliott, Elizabeth	Gloucester, N.S.	,,
Jackson, Mary	Prestwich, N.S. (Manchester)	,,

Mistresses of Schools connected with the Church of England.

Name.	School.	Date of Registration.
Andrews, Louisa - -	Plymouth, St. Andrew's Chapel S. -	Easter, 1854.
Banks, Mary - - -	Bedford Row, St. John's N. S. -	"
Brien, Elizabeth - -	Wandsworth, St. Mary's District S.	"
Bryant, Elizabeth - -	Clifton, N. S. - - - -	"
Bullock, Mary Ann - -	Newcastle-on-Tyne, St. Andrew's, N.S.	"
Burton, Agnes - - -	Keswick. St. John's Mixed S. -	"
Candler, Susannah - -	Wivenhoe, N. S. - - -	"
Cocker, Frances - -	Little Eaton, N. S. - - -	"
Cooksley, Eliza - -	Paignton, N. S. - - -	"
Connor, Elizabeth Sophia -	Boston, N. S. - - - -	"
Dellews, Elizabeth - -	Kingston-upon-Thames, Public S. -	"
Duff, Ellen - - -	West Bromwich, Chances' S. -	"
Howorth, Alice - -	Sarsden-cum-Churchill S. -	"
Manning, Harriett - -	Chelsea, Ch. Ch., N. S. - -	"
Martin, Susan - - -	Brighton, Warwick Street N. S. -	"
Millard, Mary Ann - -	Margate, Trinity Ch. S. - -	"
Morgan, Margaret - -	Knighton, Infant S. - - -	"
Porter, Eliza - - -	Hainault Forest, S. - - -	"
Price, Sarah - - -	Brecon, St. Mary's Postern S. -	"
Robinson, Jane Elizabeth -	Tetbury, N. S. - - - -	"
Stockwell, Rebecca -	Durdham, St. John's N. S. - -	"
Ullathorne, Emma - -	Bristol, St. George's Brandon Hill N.S	"
Webster, Ann - - -	Axminster, N. S. - - -	"
Weeks, Martha - -	Bickerstaffe, N. S. - - -	"
Whipple, Jane P. - -	Richmond, Surrey, St. John's School of Industry - - -	"
Irving, Margaret - -	Alnwick, N. S. - - - -	Christmas, 1854.
Candler, Susanna - -	Wivenhoe, N. S. - - -	"
Bailey, Harriet W. - -	Putney, N. S. - - - -	"

Mistresses of Roman Catholic Schools.

Clinton, Anne G. - -	Litherland, R. C. S. - - -	Easter, 1854.

III.—Teachers, under 35 years of age, provisionally registered for the completion of their present engagements with Pupil-Teachers.

Masters of Schools connected with the Church of England.

Bramel, John - - -	Tamworth, N. S. - - -	Easter, 1854.
Card, William S. - -	Collingham, N. S. - - -	"
Clarke, James - - -	Stow-on-the-Wold, N. S. - -	"
Cross, James - - -	Weston-super-Mare, N. S. - -	"
Edwards, Thomas - -	Forden, N. S. - - - -	"
Ellis, William Maxwell -	Witney, N. S. - - - -	"
Hill, Henry - - -	Cam, N. S. (Dursley) - -	"
Hussey, John - - -	Lewknor, N. S. - - - -	"
Lea, Peter - - -	Neston, N. S. - - - -	"
Mancock, Thomas - -	Tarporley, N. S. - - -	"
Rawlins, Edward Joseph -	Henley-on-Thames, N. S. - -	"
Shirley, Matthew - -	Rawmarsh Grammar S. - -	"
Stevenson, Michael - -	Osmotherley, N. S. - - -	"
Stewart, Henry - -	Clun, Ch. of England S. - -	"
Thomson, John Rossiter -	Cranbourne Free S. - - -	"
Twenlow, Jesse - -	Essington, N. S. - - -	"
Wallace, John - - -	Grenaby, N. S. - - - -	"